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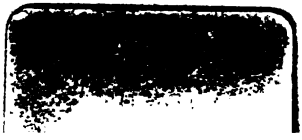

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BALTIMORE SCHOOL SURVEY

1920 - 1921

VOLUME 1

THE SCHOOL PLANT

AND

THE SCHOOL BUILDING PROGRAM

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REPORT OF THE SURVEY

OF

THE PUBLIC SCHOOL SYSTEM

OF

BALTIMORE, MARYLAND

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VOLUME I

SURVEY

OF

THE PUBLIC SCHOOL BUILDINGS

AND

A SCHOOL BUILDING PROGRAM

FOR

BALTIMORE, MARYLAND

BY

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Teachers College, Columbia University, New York City.

EDWARD S. EVENDEN, Assistant Professor of Education,
Teachers College, Columbia University, New York City.

1921

42

The Survey of the Baltimore Public Schools was provided for by an appropriation by the Mayor and City Council of Baltimore of $25,000, and was undertaken and carried forward under the direction of the Board of School Commissioners of Baltimore.

BOARD OF SCHOOL COMMISSIONERS

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This volume of the survey is issued by the Public Improvement Commission, who are responsible for a city-wide program of public improvements including the schools.

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It is important to know that the conditions disclosed by this report are being rapidly remedied through the expenditure of $1,000,000 for emergency repairs to school buildings and by the expenditure of $6,000,000 for new buildings, which will relieve in some degree the present congestion and make possible the abandonment of some of the poorer buildings described in this report. It is confidently expected by the Director of the Survey that the entire program proposed in this report will be carried forward by the City of Baltimore in the very near future.

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REPORT OF THE SURVEY

OF

THE PUBLIC SCHOOL SYSTEM

OF

BALTIMORE, MARYLAND

School Year 1920-1921

George Drayton Strayer, Director

Volume I Survey of the Public School Buildings and a School Building Program
George D. Strayer, N. L. Engelhardt, and E. S. Evenden

Volume II

Part I —The Administration of the Public Schools
George Drayton Strayer, and N. L. Engelhardt

Part II —The Teaching Staff
William C. Bagley

Part III—The Classification and Progress of School Children
Edward S. Evenden

Part IV—The Achievements of Children in the Classroom
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Part II —The Curriculum of the Elementary Schools
Frederick G. Bonser

Part III—The Kindergarten
Patty S. Hill, Grace L. Brown, and Annie E. Moore

Part IV—Home Economics in the Schools of Baltimore
Anna G. Cooley

Part V —Vocational Education
Arthur D. Dean

INTRODUCTION

The study of the school building situation in Baltimore contained in this report presents an evaluation of the school plant as it exists, and proposes a building program in terms of the replacement of buildings that are unfit for school use, and of buildings to be constructed in order to provide for the increase in population which may reasonably be expected during the next ten years. In the evaluation of the buildings now in use great care was taken to examine and report upon them in such a way as to leave no doubt as to the reliability of the findings. In every case the building was examined in all of its details by at least three people. Their combined judgment is used as a basis for the recommendations which are made.

In proposing the abandonment of some of the buildings the Survey Commission has hoped to remove only the most inadequate, insanitary, and dangerous buildings. If the city could afford to spend more money, there would be considerable gain in abandoning other old buildings.

In estimating the need for larger school population a conservative estimate of the increase in population has been used as a basis. The most careful study of population and changes, or shifts in population by wards, by census enumeration districts, and by police beats has been made. A study of the area surrounding each elementary school and of the larger areas furnishing the school population of the junior high schools and senior high schools has been utilized in the development of the program as it has to do with the location of new school buildings.

This type of investigation should be continued by the executive staff of the Board of School Commissioners. However carefully the work has been done, there will be changes in the city and shifts in population which cannot now be anticipated. A building program for a modern American city is of sufficient importance to require the time of a man, expert in this field of city planning, constantly at work upon the problem.

TABLE OF CONTENTS

PART I

THE MEASUREMENT OF THE EXISTING SCHOOL PLANT

PAGE

Method of Scoring School Buildings 23

Significance of Scores 26

Elementary School Buildings Most Deficient in Various Important Aspects 37

School building sites—Item I of Strayer-Engelhardt Score Card 39

School building structures—Item II of Strayer-Engelhardt Score Card 54

- Entrance to school buildings 76
- Internal structure of school buildings 78
- Corridors of school buildings 82
- The basements of school buildings 85
- Color scheme of corridors and stairways 85

Service systems—Item III of Strayer-Engelhardt Score Card 87

- Heating and ventilating 87
- Fire protection systems 92
- Cleaning of school buildings 100
- Artificial light systems 100
- Schedule and emergency systems 102
- Water supply systems 102
- Toilet systems 105

Classrooms of school buildings—Item IV of Strayer-Engelhardt Score Card 110

Special rooms—Item V of Strayer-Engelhardt Score Card 137

- Rooms for school officers 140
- Other special rooms 142

Descriptions of Individual Elementary Schools 145

PART II

SCHOOL BUILDING PROGRAM OF BALTIMORE

1920-1930

PAGE

Total Population Facts 187

Changes in Population on the Basis of the 1910 and the 1920 Federal Census Enumeration Districts 196

The White and Colored Population of the City of Baltimore 199

The Percentage of the Total Number of Children Attending Public Schools Who are White and Who are Colored 209

Future Population Growth of Baltimore 209

Ratio Between Total Population and Total Public School Enrollment 213

Public School Enrollment—Years 1912-1940 214

The 6-3-3 Plan 216

Enrollment Relationships Existing Between the Three Groups of the 6-3-3 Plan 220

New Elementary School Buildings for White Children 225

New Junior High Schools for White Children 229

New High School for White Pupils 234

New Elementary School Buildings for Colored Children 234

New Junior High and Senior High School for Colored Children 234

The Individual Studies of the Elementary Schools and Their School Districts 245

The Replacement Program 301

The Cost of the School Building Program 305

TABLE OF CONTENTS—Continued

PAGE

APPENDIX I.

Detailed scores allotted by judges on school buildings of Baltimore, giving the scores of the five major divisions and the literal subdivisions 316

APPENDIX II.

Total population of Baltimore city—Federal Enumeration Districts 1910-1920 326

APPENDIX III.

Police census of male voters Baltimore city 1900-1905 and 1910-1920 341

APPENDIX IV.

Baltimore—Population Statistics—Wards 1910 City 350

APPENDIX V.

Population Density by Wards—(Taken from areas indicated on Map No. 4) 351

APPENDIX VI.

Classroom and Special Room Provisions in the Junior High Schools of Three Cities (1921) 352

APPENDIX VII.

A Program of Repairs Submitted by the Survey Commission in February, 1921, to the Baltimore Board of School Commissioners 354

TABLES

PAGE

TABLE I. Scores allotted to two school buildings by three judges.... 25

TABLE II. Summarization of complete scores of elementary schools in Baltimore 27

TABLE III. Summarization of complete scores of junior high schools and senior high schools in Baltimore..... 28

TABLE IV. Comparison of school scores of Baltimore with St. Paul and Omaha 29

TABLE V. Comparison between Baltimore, Omaha, and St. Paul school buildings on certain subdivisions of the Strayer-Engelhardt Score Card..... 30

TABLE VI. Elementary school buildings of Baltimore for white children arranged in order of rank for total scores allotted..... 31

TABLE VII. Elementary school buildings of Baltimore for colored children arranged in order of rank for total scores allotted..... 35

TABLE VIII. Junior high school buildings of Baltimore arranged in order of rank for total scores allotted..... 36

TABLE IX. High school buildings of Baltimore arranged in order of rank for total scores allotted..... 36

TABLE X. Baltimore schools which rank lowest in reference to various items 37

TABLE XI. Total playground area and number of square feet of play space per pupil and enrollment in June, 1920, for the public schools of Baltimore..... 50

TABLE XII. Percentages of total school enrollment with varying playground provisions in four American cities..... 54

TABLE XIII. Date of erection by decades of the classrooms now in use in the elementary and junior high schools of Baltimore..... 56

TABLE XIV. Year of construction of elementary and junior high schools showing number of classrooms in the permanent buildings as well as the temporary structures..... 57

TABLES—Continued

PAGE

TABLE XV. Year of erection and size of elementary school buildings in Baltimore 62

TABLE XVI. Elementary and junior high schools of Baltimore classified according to number of rooms and type of educational organization, based on enrollment of October, 1920 64

TABLE XVII. Number of children in Baltimore's public schools who are housed in various kinds of makeshift classrooms, and the number who are attending half-time and for short-day time 65

TABLE XVIII. Height of elementary school buildings above basement 69

TABLE XIX. Light exposure of classrooms in fifty elementary schools 69

TABLE XX. Data concerning the methods of heating and provisions for fire protection in the schools of Baltimore 91

TABLE XXI. Data concerning the method and adequacy of provision for artificial lighting and water supply in Baltimore public schools 104

TABLE XXII. The adequacy and condition of the toilet provisions for the schools of Baltimore 109

TABLE XXIII. Data concerning room dimensions of the elementary schools of Baltimore 111

TABLE XXIV. Number of classrooms in each elementary school at standard, or varying from the standard, for floor space per child .. 112

TABLE XXV. Ratio of window area to floor area and the location of windows in classrooms of the elementary schools of Baltimore 118

TABLE XXVI. Ratio of window area to floor area of Baltimore elementary schools 119

TABLE XXVII. Number of blackboards of various heights from the floor in the different grades of the Baltimore city schools 121

TABLE XXVIII. Heights of blackboards in Baltimore city elementary schools 123

TABLES—Continued

PAGE

TABLE XXIX. Types of desks used in the various schools of Baltimore 124

TABLE XXX. Baltimore classrooms with the number of seats per room 126

TABLE XXXI. Total population of Baltimore City—1790 to 1920 —by ten-year periods..... 187

TABLE XXXII. Total population of Maryland—1790 to 1920..... 189

TABLE XXXIII. Total population of Baltimore City—distributed by wards, white and colored..... 191

TABLE XXXIV. Total white population of Baltimore City—distributed by wards..... 192

TABLE XXXV. Total colored population of Baltimore City—distributed by wards..... 194

TABLE XXXVI. Showing the number of 1920 census enumeration districts in each ward which had varying increases and decreases in population from 1910 to 1920..... 197

TABLE XXXVII. Study of total population growth of Wards 25, 26, 27 and 28 by decades from 1900-1920 made up from portions of election districts outside 1910 city..... 201

TABLE XXXVIII. Total white and colored voters, Baltimore City, 1900-1905 and 1910 to 1920..... 204

TABLE XXXIX. White male voters distributed by wards and years.. 208

TABLE XL. Showing the percentage of white and colored children of the total police school census of 1920 in the immediate vicinity of each school building in Baltimore..... 210

TABLE XLI. Estimates of total population for each city ward and for the years 1930 and 1940 contrasted with the 1920 U. S. Census 211

TABLE XLII. Relation between total population and school population—Baltimore 213

TABLE XLIII. School population—city of Baltimore—Ratio between number of white and number of colored children—Years 1912 and 1940..... 214

TABLES—Continued

PAGE

TABLE XLIV. Costs of janitorial service and principals' service in 220 schools of 28 cities on the basis of child in average daily attendance 216

TABLE XLV. Attendance 1919-1920 in the elementary schools, junior high schools and senior high schools of seven large cities.. 220

TABLE XLVI. Baltimore public schools—total enrollment grouped on the 6-3-3 plan..... 222

TABLE XLVII. Distribution of the 27,400 school population increase in 1920-1930. By groupings of the 6-3-3 plan and color..... 224

TABLE XLVIII. Estimated increased enrollment for the decade 1920-1930, distributed by wards and based on the estimated increase in total population..... 225

TABLE XLIX. Estimated increases in enrollment for the elementary schools, the junior high schools and the senior high schools—distributed by wards..... 226

TABLE L. The wards in which the erection of elementary school buildings should be planned to provide for increased enrollment for the decade 1920-1930 and the number of buildings in those wards 227

TABLE LI. Distribution of high school students according to the wards in which they live. Including Polytechnic Institute, City College, Western High School and Eastern High School..... 236

TABLE LII. The elementary and junior high school buildings for white children which it is recommended be replaced at an early date 301

TABLE LIII. The elementary school buildings for colored children which it is recommended be replaced at an early date..... 302

TABLE LIV. The elementary and junior high school buildings for white children which it is recommended be replaced within five years 303

TABLE LV. Summary of schools recommended for replacement by the Survey Commission..... 303

TABLE LVI. Cost Program for the replacement of inadequate school facilities for which substitution should be made as early as possible in the building program..... 304

TABLES—Concluded

PAGE

TABLE LVII. The distribution of new buildings for white children and replacements by wards 307

TABLE LVIII. The distribution of new buildings for colored children and replacements by wards 308

TABLE LIX. Chronological order of replacement of inadequate buildings for white children 309

TABLE LX. Chronological order of replacement of inadequate buildings for colored children 310

TABLE LXI. Temporary schoolhousing 311

TABLE LXII. Temporary housing unprovided for in the new replacement program 313

CHARTS

CHART 1. Strayer-Engelhardt Score Card for City School Buildings 24

CHART 2. Percentage of glass area to floor area 117

CHART 3. Types of seats provided for pupils in the elementary schools of Baltimore 125

CHART 4. Number of seats per classroom in the elementary schools of Baltimore 125

CHART 5. Comparison of the population growth of Baltimore city and state of Maryland for each Federal Census period 1790-1920 188

CHART 6. The growth of population by wards based on 1910 and 1920 United States Census Bureau figures 190

ILLUSTRATIONS

		PAGE
No. 1.	The Waverly School No. 51	39
No. 2.	Environment of School No. 45	40
No. 3.	Environment and wooden fire-escape of School No. 77	41
No. 4.	Environment of School No. 77	42
No. 5.	Playground and environment of Colored High School	43
No. 6.	Play space for School No. 94	44
No. 7.	Play court for boys at School No. 9	45
No. 8.	Play space for School No. 112	47
No. 9.	School yard for Charles Carroll of Carrollton School	48
No. 10.	Guilford School building and grounds	49
No. 11.	Window arrangement and exterior stairway of School No. 64	70
No. 12.	Exterior of Paul Lawrence Dunbar School	71
No. 13.	Exteriors of Schools Nos. 30, 19, and 48	72
No. 14.	Exterior of Chevalier D'Animour Junior High School	73
No. 15.	Exterior of School No. 26	73
No. 16.	Paint-shop annex to School No. 112	75
No. 17.	Shop-building annex to School No. 112	76
No. 18.	Two exits of Chevalier D'Animour School	78
No. 19.	Stairway in School No. 64	79
No. 20.	Interior stairway of School No. 64	79
No. 21.	Stairway arrangement in Lafayette Junior High School	81
No. 22.	Stairway of Charles Carroll of Carrollton School	81
No. 23.	Corridor of School No. 22	82
No. 24.	Interior arrangement of classrooms in School No. 21	83
No. 25.	A corridor classroom of School No. 63	84
No. 26.	Corridor and stairway arrangement in School No. 63	84

ILLUSTRATIONS—Continued

PAGE

No. 27. Corridors of Chevalier D'Animour School..... 86

No. 28. Corridors of School No. 40..... 86

No. 29. Part of heating plant of School No. 72..... 89

No. 30. Two hot-air furnaces of School No. 30..... 89

No. 31. Wooden fire-escape of School No. 32..... 93

No. 32. Fire-escape of School No. 93..... 94

No. 33. Steel and concrete fire corridor of School No. 30..... 96

No. 34. Interior of wooden fire-escape of School No. 45..... 96

No. 35. Glass-enclosed corridors of School No. 81..... 97

No. 36. Interior stairway of School No. 81..... 98

No. 37. Boys' toilet room in Robert Eden School..... 106

No. 38. The boys' outside toilet of School No. 107..... 106

No. 39. The toilet provisions of School No. 1..... 107

No. 40. Boys' toilet in School No. 66..... 108

No. 41. Classrooms of the paint-store annex to School No. 112.... 128

No. 42. Two classrooms in School No. 13..... 129

No. 43. Classroom in the annex to School No. 93..... 130

No. 44. Large classroom in the annex to School No. 93..... 131

No. 45. Classroom in School No. 107..... 131

No. 46. Classroom in shop annex to School No. 112..... 132

No. 47. First floor classroom of Lafayette Junior High School..... 133

No. 48. Classroom in School No. 40..... 133

No. 49. Classroom in School No. 99..... 134

No. 50. Classroom in Robert Eden School..... 135

No. 51. Classroom in Chevalier D'Animour School..... 135

No. 52. Primary classroom in School No. 99..... 136

ILLUSTRATIONS—Concluded

PAGE

No. 53. Classroom in School No. 22 136

No. 54. Auditorium classroom of School No. 63 138

No. 55. Auditorium classroom of School No. 51 138

No. 56. Library and teachers' lunch room of the Colored High School 139

No. 57. Principal's office in School No. 63 141

No. 58. Principal's office in School No. 21 141

No. 59. Manual training shop of School No. 99 143

No. 60. Science laboratory for Colored High School 143

MAPS

		PAGE
MAP No. 1.	Growth in white population which has taken place in various wards	193
MAP No. 2.	Growth in colored population which has taken place in various wards	195
MAP No. 3.	Showing the 1910 Federal Enumeration Districts	198
MAP No. 4.	Study area used as a basis for population study by Chesapeake & Potomac Telephone Co	200
MAP No. 4A.	The 1920 division of wards in the police precinct study—Baltimore	203
MAP No. 5.	Dot map showing the total 1920 population of Baltimore distributed by wards	205
MAP No. 6.	Showing the distribution of white voters of the September, 1920 Police Census of Voters distributed by wards	206
MAP No. 7.	Showing the distribution of colored voters of the September, 1920 Police Census of Voters distributed by wards	207
MAP No. 8.	The overlapping between the school districts of 13 elementary schools for white children in one section of Baltimore	215
MAP No. 8A.	The overlapping between districts of the elementary schools for white children in the southern section of the city	218
MAP No. 9.	Elementary school buildings for white children showing overlapping in school districts—November, 1920	219

MAPS—Concluded

PAGE

MAP No. 10. Elementary school buildings for colored children showing overlapping in school districts—November, 1920..... 221

MAP No. 11. Junior high schools showing overlapping in school districts—November, 1920..... 223

MAP No. 12. Distribution of elementary and junior high school students according to six divisions of the city..... 228

MAP No. 13. Distribution of the students of the Western High School according to the wards in which they live..... 230

MAP No. 14. Distribution of the students of the Eastern High School according to the wards in which they live..... 231

MAP No. 15. Distribution of the students of City College according to the wards in which they live..... 233

MAP No. 16. Distribution of the students of Polytechnic Institute according to the wards in which they live..... 235

MAP No. 17. Distribution of all white high school students of the city according to the wards in which they live..... 237

MAP No. 18. Distribution of the students in the Colored High School according to the wards in which they live.... 246

MAP No. 19. School district No. 8 showing how population studies were made..... 248

This survey of the public school buildings of Baltimore was prepared for the School Board of Baltimore under the direction of Dr. George D. Strayer, Dr. N. L. Engelhardt and Dr. Edward S. Evenden, of the Department of Educational Administration, Teachers College, Columbia University, New York City. They were assisted in the measurement and scoring of the buildings and in the statistical work connected with the preparation of the report by Messrs. G. C. Gamble, R. G. Reynolds, J. H. Holst and G. W. Frasier, Associates in Educational Administration, Teachers College, Columbia University, and by Messrs. W. J. Baird, F. D. Brooks, L. A. BuDahn, A. Caldwell, H. Cooper, N. H. Dearborn, L. R. DeLong, F. H. Koos, R. M. Magee, Wm. T. Melchior, H. C. Moyer, J. J. Richeson, M. Robertson, L. H. Rockwell, C. H. Thurber, J. W. Twente, and O. C. Whitney, students in graduate courses in Educational Administration in Teachers College, Columbia University.

THE SURVEY OF THE PUBLIC SCHOOL BUILDINGS OF BALTIMORE, MD.

The success or failure of the educational program in American cities depends in large measure upon the type and adequacy of the schoolhousing provisions. For a long period, Baltimore has been endeavoring to develop a modern educational program under the tremendous handicap of an antiquated, inefficient and unscientifically developed school plant. The citizens of Baltimore have sought, by means of this survey, to learn the conditions prevailing in their school buildings and to apply necessary remedies.

The survey of a school building plant may be divided into two parts—

Part I—The Measurement of the Existing School Plant.

Part II—The School Building Program for the Future Plant.

PART I.

THE MEASUREMENT OF THE EXISTING SCHOOL PLANT.

A large number of Baltimore's school buildings are old, unsafe, insanitary, unattractive, overcrowded, poorly maintained, inadequately planned and almost entirely lacking in the equipment for modern instruction. The survey of school buildings shows very clearly that intolerable conditions exist not only in the case of a few of the buildings, but are so prevalent over the entire city that a sweeping program of rehabilitation and an extensive program of new buildings must be inaugurated immediately if the children of Baltimore are to be given the kind of training for citizenship which the children of other cities are receiving.

In November, 1920, 155 schools formed the entire education plant for the public school system of Baltimore. Of these, 128 were devoted to the education of white children and 27 to the education of colored children. This total number includes annex and branch schools. The summary is as follows:

	Elementary and Junior High	Senior High, including Teacher Training Schools	Total
Schools for white children	123	5	128
Schools for colored children	25	2	27
Totals	148	7	155

The outstanding major defects in these buildings may be summarized as follows:

1. No building program has been developed in Baltimore which prognosticates the school needs of Baltimore.

2. Buildings have been located without careful analysis of population growth and population needs. Sites have been chosen without regard to future availability and without due regard to the desirability of the immediate environment.

3. The duplication of small plants with greatly overlapping tributary areas is indicative of an entire lack of planning.

4. The physical and social development of children, through the agency of play, has not been considered an essential aim in the Baltimore public schools. Playgrounds and playrooms are almost totally lacking for the great majority of buildings.

5. The barren forbidding appearance of many of Baltimore's school buildings and grounds contrasts unfavorably with the attractiveness of school buildings in many other cities.

6. The size of school buildings has evidently been determined without regard to prospective needs. Many of the small buildings, now overcrowded, have been planned without the possibility of additions being made except at excessive cost.

7. Baltimore has been extremely negligent in failing to discard old buildings which cannot be maintained in reasonable repair and which conform to none of the modern standards of safety, sanitation and instructional requirements.

8. The non-fireproof nature of many Baltimore school buildings with the extremely hazardous conditions existing therein should be a source of constant concern to every citizen until all these dangers have been removed.

9. The entire absence of fire-escapes on three-story non-fireproof buildings and the wooden fire-escapes on many other such buildings cannot be too severely censured.

10. Glass partitions between classrooms and corridors, offering no resistance to fire, wretchedly-planned wooden stairways and totally unprotected fuel bins and heating plants multiply beyond measure the fire dangers in the Baltimore schools.

11. The multiplicity of heating plants in many Baltimore schools is another indication of the distinct lack of school planning.

12. The inadequate provisions for natural and artificial lighting in the Baltimore schools present the most glaring examples of injustice to children and deprivation of children's rights to be found in any school system.

13. The foul condition of the outhouses of many Baltimore schools and the insanitary, inadequately equipped, miserably lighted basement toilets

of other schools necessitate a rehabilitation program of considerable magnitude to prevent the evils emanating from such situations.

14. Since no standards for Baltimore's school buildings have been adopted, even the more recent classrooms duplicate the faults of size, shape, lighting and seating which cannot be too severely condemned in the older buildings.

15. A school building should be more than a nest of classrooms. Modern courses of study demand for all children gymnasiums, auditoriums, libraries, and other special rooms around which the activities of the school may center. Thousands of Baltimore children are not only being denied the privilege of spending their school days in high-grade classrooms, but are being offered none of the advantages that come from the use of the other types of rooms.

16. Standards for cleaning and maintaining the schools have not been adopted in Baltimore. The variation among schools is from the poorest to the best.

17. The system for securing repairs of a minor, as well as of great importance, has proven itself to be highly ineffective. Broken window lights, peeling wall paint, door catches out-of-repair, electric light bulbs missing, unusable drinking fountains, and toilet fixtures not in working order are among the many items of needed repair which appear frequently.

18. Principals, teachers, and janitors alike are uniform in placing the censure for their inability in securing adequate repairs on a system which either fails to function or functions with exceeding slowness.

19. The junior high school plants are totally inadequate to meet the requirements for a modern program in such schools. These schools are housed in most instances in buildings used formerly as elementary schools. The plants contrast strangely with the splendid junior high school structures of such cities as Rochester, Detroit and Cincinnati.

20. The secondary school buildings of Baltimore are, as a group, superior to the elementary or the junior high school group. They, as a whole, compare unfavorably, however, with the high school provisions in many smaller as well as larger cities.

METHOD OF SCORING SCHOOL BUILDINGS

The most desirable measure of a school plant is obtained through scoring such a school building on a score card which will permit of judgments being rendered on all the important items of school construction. The Strayer-Engelhardt Score Card for City School Buildings has been devised for use in the scoring of school buildings so that judgments may be rendered on as many as one hundred and twelve detailed items of building construction and provisions for educational use. Whenever, through the use of this score card, a building scores 1,000, it is considered a perfect building. In Chart 1, which reproduces the Strayer-Engelhardt Score Card, it will be seen that these 1,000 points are distributed among the constituent elements of a building so that the item, Site, has been allotted 125 points; the item, Building or Building Structure, 165 points; the item, Service Systems, 280 points; the item, Classrooms, 290 points; the item, Special Rooms, 140 points. The allotment of points on these five subdivisions of the score card, as well as on the minor divisions, was made on the basis of the judgments of a very large number of judges familiar with school needs and with the school building problem. This score card has been applied to hundreds of buildings in various parts of the United States, and results that are useful for comparison have been secured.

In scoring school buildings in Baltimore three or more judges scored each of the buildings with the aid of this score card. The medians of the three or more judgments rendered on the major subdivisions into which the score is divided were utilized in securing the final score for each of the five major items. These medians combine to give the final total score as shown in Table I.

CHART No. 1.

Strayer and Engelhardt
Score Card for City School Buildings
Sample Score of Building

		1		2		3	
I—Site						125	109
A. Location				55	53		
1. Accessibility	25	25					
2. Environment	30	28					
B. Drainage				30	26		
1. Elevation	20	18					
2. Nature of soil	10	8					
C. Size and Form	40	30	40	30			
II—Building						165	152
A. Placement				25	20		
1. Orientation	15	12					
2. Position on site	10	8					
B. Gross Structure				60	57		
1. Type	5	5					
2. Material	10	10					
3. Height	5	5					
4. Roof	5	4					
5. Foundations	5	5					
6. Walls	5	5					
7. Entrances	10	8					
8. Aesthetic balance	5	5					
9. Condition	10	10					
C. Internal Structure				80	75		
1. Stairways	35	32					
2. Corridors	20	20					
3. Basement	15	15					
4. Color Scheme	5	3					
5. Attic	5	5					
III—Service System						280	167
A. Heating and Ventilation				70	61		
1. Kind	10	9					
2. Installation	10	9					
3. Air supply	15	14					
4. Fans and motors	10	8					
5. Distribution	10	9					
6. Temperature control	10	9					
7. Special provisions	5	3					
B. Fire Protection System				65	24		
1. Apparatus	10	7					
2. Fireproofness	15	12					
3. Escapes	20	0					
4. Electric wiring	5	5					
5. Fire doors and partitions	10	0					
6. Exit lights and signs	5	0					
C. Cleaning System				20	10		
1. Kind	5	1					
2. Installation	5	1					
3. Efficiency	10	8					
D. Artificial Lighting System				20	15		
1. Gas and electricity	5	3					
2. Outlets and adjustment	5	4					
3. Illumination	5	4					
4. Method and fixtures	5	4					
E. Electric Service System				15	2		
1. Clock	5	0					
2. Bell	5	1					
3. Telephone	5	1					

		1		2		3	
F. Water Supply System				30	23		
1. Drinking	10	9					
2. Washing	10	9					
3. Bathing	5	5					
4. Hot and cold	5	0					
G. Toilet System				50	31		
1. Distribution	10	8					
2. Fixtures	10	6					
3. Adequacy and arrangement	10	6					
4. Seclusion	5	1					
5. Sanitation	15	10					
H. Mechanical Service System				10	1		
1. Elevator	5	1					
2. Book-lifts	2	0					
3. Waste-chutes	3	0					
IV—Class Rooms						290	252
A. Location and Connection	35	35	35	35			
B. Construction and Finish			95	80			
1. Size	25	25					
2. Shape	15	15					
3. Floors	10	8					
4. Walls	10	8					
5. Doors	5	4					
6. Closets	5	4					
7. Blackboards	10	8					
8. Bulletin board	5	4					
9. Color scheme	10	4					
C. Illumination			85	85			
1. Glass area	45	45					
2. Windows	30	30					
3. Shades	10	10					
D. Cloakrooms and Wardrobes	25	20	25	20			
E. Equipment			50	32			
1. Seats and desks	35	20					
2. Teacher's desk	10	10					
3. Other equipment	3	2					
V—Special Rooms						140	99
A. Large Rooms for General Use			65	48			
1. Playroom	10	10					
2. Auditorium	15	10					
3. Study hall	5	(5)					
4. Library	10	8					
5. Gymnasium	10	10					
6. Swimming pool	5	0					
7. Lunch room	10	5					
B. Rooms for School Officials			35	15			
1. Officers	10	5					
2. Teachers' room	10	9					
3. Nurse's room	10	0					
4. Janitor's room	5	1					
C. Other Special Service Rooms			40	36			
1. Laboratories	20	18					
2. Lecture rooms	10	(10)					
3. Store rooms	5	3					
4. Studios	5	(5)					
Totals	1000	779	1000	779	1000	779	

Instructions for Using Card — (1) Basis for Scoring, 1000 points. (2) For scoring three columns are allowed. While actually at work on a building only the first need be filled out, the second and third to be filled out at leisure. (3) Where credit is allowed for any single item not present and not needed in a building, draw a circle around such credit. All scores should be recorded on the basis of the standards outlined in the bulletin. The Strayer-Engelhardt Score Card for City School Buildings. Bureau of Publications, Teachers College, Columbia University, N. Y.

In this table are shown the scores allotted, by three judges on all the major subdivisions for two separate school buildings, and the method of obtaining the final score is indicated. A careful study of this table will show how an erratic score on one item, by any individual, does not affect the final composite score.

TABLE I

SCORES ALLOTTED TO TWO SCHOOL BUILDINGS BY THREE JUDGES

	ABRAHAM LINCOLN SCHOOL NO. 86					OLIVER H. PERRY SCHOOL NO. 92				
SCORER'S NUMBER	2	4	6	Median		8	12	16	Median	
Item I	94	82	83	86	86	76	79	70	77	77
A	48	45	45	45		44	46	41	44	
B	26	22	28	26		22	21	17	21	
C	20	15	10	15		10	12	12	12	
Item II	122	135	127	126	126	60	68	64	61	61
A	25	19	25	25		14	13	19	14	
B	45	49	54	49		24	32	25	25	
C	52	67	48	52		22	23	20	22	
Item III	159	165	153	156	156	72	74	63	67	67
A	48	39	36	39		16	23	12	16	
B	38	36	43	38		4	3	11	4	
C	10	16	13	13		8	9	7	8	
D	14	16	13	14		5	5	2	5	
E	8	10	9	9		5	4	4	4	
F	14	13	10	13		9	6	5	6	
G	27	32	26	27		20	19	15	19	
H	0	3	3	3		5	5	7	5	
Item IV	235	231	222	229	229	130	121	115	124	124
A	30	30	35	30		20	12	15	15	
B	76	73	71	73		49	48	40	48	
C	72	69	58	69		35	32	39	35	
D	20	20	25	20		6	7	5	6	
E	37	39	33	37		20	22	16	20	
Item V	73	86	72	75	75	43	41	47	43	43
A	23	44	36	36		13	11	21	13	
B	15	20	12	15		13	14	9	13	
C	35	22	24	24		17	16	17	17	
Total	683	699	657	.....	672	381	383	359	.....	372

Final score for Abraham Lincoln building.....672

Final score for Oliver H. Perry building.....372

SIGNIFICANCE OF SCORES

Experience resulting from very wide use of the score card has led to the following interpretation of results.

A score of 900 to 1,000 points indicates a highly satisfactory degree of construction and equipment. In fact, in only a few minor respects does such a building deviate from the standards which form the basis of judgments in the use of the score card. The rating between 700 and 900 points is less satisfactory. Such rating should be studied in the light of its component parts. It may be discovered that points have been lost because the school site is inadequate, protection against fire has not been properly provided, or that special rooms are lacking entirely or to a very great degree. It is quite possible for a building which is superior in many respects to lose enough points on site and special classrooms to lower the score to 800 or less. When the provisions for playgrounds and for special rooms are found to be totally or in larger degree lacking and other elements, such as stairways, classrooms and the like, lose a small percentage of their maximum possible score, the building frequently drops into a 700 point group or even less.

Where buildings score between 500 and 700 points, very careful analyses of the scores should be made. Such analyses may point out the need for extensive alterations in one or more particulars, or the need for providing elements which are entirely lacking. It is conceivable that the enlargement of the playground facilities to the point where they meet the standard, provision for adequate fire protection, the remodeling of the heating system, or the addition of special rooms would bring such buildings into the 700 to 900 point group.

Where school buildings have scored between 400 and 500, it has been clear that very meager provisions are being made for the health, safety, and education of the children. A building in this group is not satisfactory and only with great difficulty can be brought up to a desirable standard.

As soon as a building score falls below 400 points, experience has dictated the abandonment of such building for school purposes as the only justifiable course.

Buildings scoring less than 400, and especially those scoring less than 300, have very few features which can be commended and which are worthy of preservation. In most cases such buildings have outlived their usefulness and are ready to be placed upon the scrapheap.

SUMMARY OF SCORES ON THE SCHOOL BUILDINGS OF BALTIMORE

The summary of the scores allotted by the judges on all the elementary buildings in Baltimore shows only three buildings scoring in the 700 to 800 point group, with no buildings above 800. In all, thirty-five buildings, or

25 per cent. of the 140 buildings, have been scored above 500 points. On the other hand, thirty-seven buildings, or 26 per cent. of all the buildings, have been scored at 300 points or less, Seventeen buildings have been scored below 200 points, while two buildings have received scores of less than 100 points, indicating that they conformed to no single standard of school building construction.

Table II presents the summarization of scores of all elementary school buildings.

TABLE II

SUMMARIZATION OF COMPLETE SCORES OF ELEMENTARY SCHOOLS, BALTIMORE, MD.

Scores obtained through the use of the Strayer-Engelhardt score card for city school buildings and distributed in 100-point groups

DISTRIBUTION OF SCORES	WITHIN OLD CITY LIMITS (WHITE)		ANNEX (WHITE)		TOTAL (WHITE)		WITHIN OLD CITY LIMITS (COLORED)		ANNEX (COLORED)		TOTAL (COLORED)		TOTAL WHITE AND COLORED	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
0–100	1	1	0	0	1	1	1	5	0	0	1	4	2	1
101–200	2	2	4	15	6	5	3	16	6	67	9	32	15	11
201–300	10	12	4	15	14	13	4	21	2	22	6	21	20	14
301–400	26	30	3	11	29	26	6	32	1	11	7	25	36	26
401–500	21	25	8	30	29	26	3	16	0	0	3	10	32	23
501–600	14	17	5	18	19	17	1	5	0	0	1	4	20	14
601–700	9	11	2	7	11	9	1	5	0	0	1	4	12	9
701–800	2	2	1	4	3	3	0	0	0	0	0	0	3	2
801–900	0	0	0	0	0	0	0	0	0	0	0	0	0	0
901–1000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	85	100	27	100	112	100	19	100	9	100	28	100	140	100

In Table III it will be seen that ten of the sixteen junior and senior high school buildings were scored at 500 points or less, while two of the sixteen buildings, or 13 per cent. of the total, were scored at 700 or more. The scores indicate that the situation with respect to the junior and senior high schools is superior to that found in the elementary schools.

TABLE III

SUMMARIZATION OF COMPLETE SCORES OF JUNIOR HIGH AND SENIOR HIGH SCHOOLS IN BALTIMORE, MD.

Scores obtained through the use of the Strayer-Engelhardt score card for city school buildings and distributed in 100-point groups

DISTRIBUTION OF SCORES	JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		TOTAL HIGH SCHOOLS	
	Number	Per cent	Number	Per cent	Number	Per cent
0–100	0	0	0	0	0	0
101–200	0	0	0	0	0	0
201–300	2	18	0	0	2	13
301–400	4	37	1	20	5	31
401–500	3	27	0	0	3	18
501–600	1	9	3	60	4	25
601–700	0	0	0	0	0	0
701–800	1	9	1	20	2	13
801–900	0	0	0	0	0	0
901–1000	0	0	0	0	0	0
Total	11	100	5	100	16*	100

* Colored high school included.

It is possible to compare Baltimore scores with the scores allotted in two other large cities, all the school buildings of which have been scored on the Strayer-Engelhardt Score Card. Table IV indicates that the school buildings of Baltimore are far inferior to those of Omaha and of St. Paul in 1917, when the surveys of these school systems were made.

It will be noted that 82 per cent. of the elementary schools of St. Paul and 69 per cent. of those in Omaha were rated above 500 points on the Strayer-Engelhardt Score Card, as compared with 25 per cent. in Baltimore. A similar wide difference is to be found in the high school scores. Thirty-eight per cent. of the Baltimore high schools are ranked above 500, in contrast with 75 per cent. of the Omaha high schools and 100 per cent. of the St. Paul high schools. These latter percentages include the junior high schools of Baltimore, but not for the other two cities since they have been added to the other two school systems since 1917.

A further comparison of the scores allotted elementary school buildings in Baltimore, Omaha and St. Paul may be made in terms of subdivisions of the score card. In Table V, such subdivisions as the heating and ventilating system, the fire protection system, the toilet system, the water system and other larger aspects of the school building problem have been included in

TABLE IV

COMPARISON OF SCHOOL SCORES OF BALTIMORE WITH ST. PAUL* AND OMAHA*

Scores obtained through the use of the Strayer-Engelhardt score card for city school buildings and distributed in 100-point groups

DISTRIBUTION OF SCORES	ELEMENTARY SCHOOLS						HIGH SCHOOLS					
	Baltimore		Omaha		St. Paul		Baltimore		Omaha		St. Paul	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
0–100	2	1	0	0	0	0	0	0	0	0	0	0
101–200	15	11	0	0	0	0	0	0	0	0	0	0
201–300	20	14	0	0	0	0	2	13	1	25	0	0
301–400	36	26	5	10	2	4	5	31	0	0	0	0
401–500	32	23	11	21	7	14	3	18	0	0	0	0
501–600	20	14	17	32	23	47	4	25	2	50	0	0
601–700	12	9	10	20	13	27	0	0	1	25	0	0
701–800	3	2	8	15	3	6	2	13	0	0	1	25
801–900	0	0	1	2	0	0	0	0	0	0	3	75
901–1000	0	0	0	0	1	2	0	0	0	0	0	0
Total†	140	100	52	100	49	100	16	100	4	100	4	100

* Omaha, 1917; St. Paul, 1917.
† Both Baltimore totals include junior high schools.

the comparisons. The comparisons have been made on the basis of the number of buildings falling within certain percentile ranges of the total possible scores.

For example, the total possible score on each of these major subdivisions has been broken up into two parts, namely, 0 to 50 per cent. of the total possible score, and 51 to 100 per cent. of the total possible score. In studying this table, it will be seen that 82.9 per cent. of the Baltimore school buildings receive less than half of the possible score on heating and ventilating. Ninety-four and three-tenths per cent. receive less than half of the possible score on fire protection. Seventy-seven and one-tenth per cent. of the school buildings have received less than half of the possible score on toilet systems, while 91.4 per cent. have received less than half of the possible score on artificial lighting systems.

If the percentages for Baltimore are compared with the percentages for Omaha and St. Paul, it is clear that the buildings of those two cities approach much more nearly the acceptable standards than do the elementary schools in Baltimore.

TABLE V

COMPARISON BETWEEN THE BALTIMORE, OMAHA* AND ST. PAUL* SCHOOL BUILDINGS ON CERTAIN SUBDIVISIONS OF THE STRAYER-ENGELHARDT SCORE CARD FOR CITY SCHOOL BUILDINGS

PERCENTAGE OF TOTAL POSSIBLE SCORE	0 PER CENT TO 50 PER CENT**						51 PER CENT TO 100 PER CENT					
NAME OF CITY	Baltimore		Omaha		St. Paul		Baltimore		Omaha		St. Paul	
SOME MAJOR SUBDIVISIONS OF STRAYER-ENGELHARDT SCORE CARD	Number of buildings	Per cent of whole number of buildings	Number of buildings	Per cent of whole number of buildings	Number of buildings	Per cent of whole number of buildings	Number of buildings	Per cent of whole number of buildings	Number of buildings	Per cent of whole number of buildings	Number of buildings	Per cent of whole number of buildings
Heating and ventilating system	116	82.9	32	61.5	39	73:6	24	17.1	20	38.5	14	26.4
Fire protection system	132	94.3	46	88.5	45	84.9	8	5.7	6	11.5	8	15.1
Toilet system	108	77.1	24	46.2	8	15.1	32	22.9	28	53.8	45	84.9
Water system	133	95.0	49	94.2	46	86.8	7	5.0	3	5.8	7	13.2
Large rooms for general use	137	97.8	49	94.2	46	86.8	3	2.2	3	5.8	7	13.2
Cleaning system	103	73.6	17	32.6	9	17.0	37	26.4	35	67.4	44	83.0
Artificial lighting system	128	91.4	39	75.0	44	83.0	12	8.6	13	2.5	9	17.0
Internal structure	105	75.0	18	34.6	16	30.2	35	25.0	34	65.4	37	69.8
Gross structure	81	57.9	11	21.2	8	15.1	59	42.1	41	78.8	45	84.9

* Scores secured in 1917.

**The range of percentage at the top of the column indicates to what extent the scores that were given to the school buildings approximate the total possible score.

SCORES ALLOTTED INDIVIDUAL BUILDINGS

In Table VI are ranked the elementary school buildings of Baltimore found in both the old city as well as the new annexes on the basis of the total scores allotted. Table VI includes the elementary schools for white children only. Table VII includes the elementary schools for colored children. Table VIII shows the junior high schools arranged in the order of rank for total scores allotted, while Table IX shows the high school arranged in the same manner.

Tables VI to IX, inclusive, show the distribution of scores on each of the five major items of the score card, as compared with the total possible score for each major item. In other words, it is possible in the case of each school to contrast the scores allotted on Item I, Site, on Item II, Building, Item III, Service System, Item IV, Classrooms and Item V, Special Rooms, with a maximum possible score for each of these items and with the scores allotted on each of the other buildings, and even a more detailed analysis and comparison of scores may be made from the table appearing in Appendix I, where the scores are given on each of the literal subdivisions of the score card. In this appendix table, the schools are arranged in numerical order and may therefore be readily located.

TABLE VI*

ELEMENTARY SCHOOL BUILDINGS OF BALTIMORE FOR WHITE CHILDREN ARRANGED IN ORDER OF RANK FOR TOTAL SCORES ALLOTTED

Showing distributed scores on the major items of the score card, as compared with the total possible score for each major item

SCHOOLS SCORED	RANK ON BASIS OF TOTAL SCORE ALLOTTED TO EACH BUILDING	MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES	SUB-ITEMS MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES				
			I Site	II Building	III Service systems	IV Class-rooms	V Special rooms
		1,000	125	165	280	290	140
214. Guilford	1	767	108	149	168	242	100
22. George Washington	2	756	95	142	197	237	85
70. Federal	3	707	93	141	175	239	59
83. William Paca	4	698	101	132	169	229	67
6. William Fell	5	690	67	132	180	240	71
47. Hampstead Hill An'x	6	681	81	140	173	233	54
86. Abraham Lincoln	7	672	86	126	156	229	75
59. Louisa M. Alcott	8	667	82	127	159	245	54
223. Pimlico	9	660	105	130	152	218	55
Maximum possible score		1,000	125	165	280	290	140

* School numbers above 200 have been assigned by the Survey Commission for tabulation purposes. Annex schools are included here.

TABLE VI*—Continued

ELEMENTARY SCHOOL BUILDINGS OF BALTIMORE FOR WHITE CHILDREN ARRANGED IN ORDER OF RANK FOR TOTAL SCORES ALLOTTED

Showing distributed scores on the major items of the score card, as compared with the total possible score for each major item

SCHOOLS SCORED	RANK ON BASIS OF TOTAL SCORE ALLOTTED TO EACH BUILDING	MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES	SUB-ITEMS MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES				
			I Site	II Building	III Service systems	IV Class-rooms	V Special rooms
		1,000	125	165	280	290	140
98. Morse	10	656	99	136	126	240	55
51. Waverly	11	649	91	116	155	230	57
27. John Rodgers	12	629	82	119	150	232	46
221. Mt. Washington	13	622	102	114	156	209	41
85. Ft. Washington	14	621	92	132	124	234	39
218. Howard Park	15	588	103	115	127	206	37
2. Almeda	16	586	66	129	130	200	61
64. Liberty	17	585	86	123	122	213	41
217. Hillsdale	18	572	96	115	99	221	41
224. Roland Park	19	562	90	113	100	206	53
227. St. Helena	20	558	85	106	110	225	32
60. Druid	21	556	74	105	120	223	34
61. John Eager Howard	22	547	82	117	93	224	31
63. Walbrook	23	536	88	107	122	176	43
84. Johnson	24.5	535	92	98	112	190	43
53. Brent	24.5	535	89	101	105	197	43
47. Hampstead Hill	26	531	80	104	104	197	46
213. Govans	27	529	85	104	75	203	62
74. Cromwell	28.5	526	77	98	105	189	57
62. Smallwood	28.5	526	85	109	95	196	41
50. Clifton	30	517	71	112	108	183	43
96. Ramsay	31	516	74	111	82	189	60
10. McHenry	32	512	66	106	99	202	39
4. Henry Lee	33	501	70	90	109	168	64
14. Sidney Lanier	34	498	79	88	135	172	24
55. Hampden	35	488	73	99	107	188	21
54. Peabody	36	487	86	87	108	181	25
201. Arlington	37	482	78	82	116	171	35
220. Morrell Park	38	479	55	97	103	186	38
8. Stephen Decatur	39	465	80	82	90	163	50
25. Henry Fleet	40	459	78	86	61	170	64
35. Ft. Covington	41	452	70	99	67	177	39
34. Barrister	41	452	85	88	60	169	50
202. Athol Terrace	41	452	80	79	89	167	37
39. James Calhoun	44	451	84	72	81	174	40
11. John Stricker	45.5	450	79	86	85	175	25
211. Gardenville	45.5	450	57	92	76	170	55
215. Highlandtown	47	447	54	87	101	166	39
Maximum possible score		1,000	125	165	280	290	140

* School numbers above 200 have been assigned by the Survey Commission for tabulation purposes. Annex schools are included here.

TABLE VI*—Continued

ELEMENTARY SCHOOL BUILDINGS OF BALTIMORE FOR WHITE CHILDREN ARRANGED IN ORDER OF RANK FOR TOTAL SCORES ALLOTTED

Showing distributed scores on the major items of the score card, as compared with the total possible score for each major item

SCHOOLS SCORED	RANK ON BASIS OF TOTAL SCORE ALLOTTED TO EACH BUILDING	MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES	SUB-ITEMS MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES				
			I Site	II Building	III Service systems	IV Class-rooms	V Special rooms
		1,000	125	165	280	290	140
203. Brooklyn	48	443	72	89	74	154	54
208. Curtis Bay	49	437	57	88	74	167	51
67. Frederick	50	436	88	71	75	171	31
33. Armistead	51	435	75	83	82	156	39
32. Guilford	52	426	70	81	79	164	32
79. Lafayette	53	419	93	102	90	129	5
29. Horatio Sharpe	54	417	66	75	85	143	48
212. Garrett Heights	55	416	75	75	82	139	45
23. Wolfe	56	413	57	89	80	143	44
68. Betsy Ross	57	409	86	76	52	165	30
78. Robert Fulton	58	408	85	78	72	153	20
16. Henry Stevenson	59.5	402	66	71	68	140	57
37. Patrick Henry	59.5	402	76	76	96	143	11
45. O. H. Williams	61	401	55	77	90	162	17
42. Paul Jones	62	400	82	83	84	126	25
58. Woodberry	63	392	60	68	71	167	26
31. Henry Schroeder	64	389	74	85	66	136	28
79. Lafayette	65	387	71	65	76	155	20
81. Robert Morris	66.5	377	79	64	72	135	27
99. Columbus	66.5	377	72	77	69	103	56
64. Penhurst	68	374	104	67	61	130	12
92. O. H. Perry	69	372	77	61	67	124	43
5. Wells and McComas	70	370	71	76	86	126	11
15. Benjamin Franklin	71	369	70	67	66	109	57
72. Martha Washington	72	368	78	73	65	116	36
226. Violetville	73	365	58	66	82	146	13
19. Samuel Chase	74	360	75	58	80	115	32
73. William Pinkney	75.5	354	74	59	59	112	50
209. Evergreen	75.5	354	70	56	71	128	29
13. Tench Tilghman	77	352	63	62	72	138	17
21. Francis Nicholson	78.5	351	73	52	104	105	17
48. James Monroe	78.5	351	73	58	66	131	23
28. Webster	80	348	57	53	69	102	67
3. William Patterson	81	334	74	65	50	119	26
65. Alexander Hamilton	82	333	79	55	74	109	16
1. Edgar Allen Poe	83	330	52	54	76	113	35
26. Leonard Calvert	84	329	72	52	65	124	16
75. Carrollton	85	328	65	62	58	107	36
Maximum possible score	.....	1,000	125	165	280	290	140

* School numbers above 200 have been assigned by the Survey Commission for tabulation purposes. Annex schools are included here.

TABLE VI*—Concluded

ELEMENTARY SCHOOL BUILDINGS OF BALTIMORE FOR WHITE CHILDREN ARRANGED IN ORDER OF RANK FOR TOTAL SCORES ALLOTTED

Showing distributed scores on the major items of the score card, as compared with the total possible score for each major item

SCHOOLS SCORED	RANK ON BASIS OF TOTAL SCORE ALLOTTED TO EACH BUILDING	MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES	SUB-ITEMS MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES				
			I Site	II Building	III Service systems	IV Class-rooms	V Special rooms
		1,000	125	165	280	290	140
94. W. S. Schley	86	324	62	58	76	115	13
24. Canton	87	317	74	55	39	121	28
12. Michael Warner	88	314	55	59	54	90	56
228. Sixteenth Street, Highlandtown	89	308	55	45	47	156	5
9. Alicia Crossland	90	305	55	42	71	93	44
20. Robert Eden	91	304	75	53	57	73	46
225. Westport	92	299	66	34	66	128	5
66. Westover	93	296	75	46	45	109	21
95. Livingston	94	289	58	61	59	90	21
30. Christopher Gist	95	287	75	42	83	82	5
93. Charles Carroll	96	270	66	58	46	81	19
97. Baron Von Steuben	97	269	65	35	29	79	61
43. Dolly Madison	98	264	52	53	33	85	41
229. Bank Street School, Highlandtown	99	244	40	48	44	99	13
207. Canton Kindergarten	100	235	41	49	46	94	5
58. Woodberry Annex	101	227	78	35	30	77	7
77. Samuel Smith	102	226	55	36	44	86	5
38. Chesapeake	103	224	68	33	30	72	21
57. Horace Abbott	104	218	28	58	53	63	16
210. Fairfield	105	217	40	60	41	76	0
230. Hawkins Point	106	198	65	35	38	60	0
56. Mt. Vernon	107.5	189	26	28	53	68	14
76. Francis Scott Key	107.5	189	37	21	45	63	23
219. Masonville	109	174	43	40	36	55	0
204. Canton No. 1	110	170	51	32	31	47	9
222. Orangeville	111	159	30	25	26	69	9
50. Branch	112	84	20	20	11	33	0
Maximum possible score	.....	1,000	125	165	280	290	140

* Numbers above 200 have been assigned by the Survey Commission for tabulation purposes, and refer to annex schools.

TABLE VII*

ELEMENTARY SCHOOL BUILDINGS OF BALTIMORE FOR COLORED CHILDREN ARRANGED IN ORDER OF RANK FOR TOTAL SCORES ALLOTTED

Showing distributed scores on the major items of the score card, as compared with the total possible score for each major item

SCHOOLS SCORED	RANK ON BASIS OF TOTAL SCORE ALLOTTED TO EACH BUILDING	MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES	SUB-ITEMS MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES				
			I Site	II Building	III Service systems	IV Class-rooms	V Special rooms
		1,000	125	165	280	290	140
101. Dunbar	1	665	79	138	150	242	56
100. Douglas	2	553	93	111	110	186	53
112. Robert Elliott	3	473	78	94	96	169	36
113. Banneker	4	411	60	81	75	151	44
106. Booker T. Washington	5	403	62	82	74	138	47
106. Branch	6	382	70	59	73	121	59
102. School	7	376	70	75	85	124	22
108. School	8	361	55	59	52	150	45
110. School	9	338	80	64	50	118	26
103. School	10	334	80	58	49	118	29
118. School	11	307	70	53	58	83	43
330. Fairfield	12	306	60	46	43	157	0
105. School	13	278	66	55	39	100	18
109. Branch	14	271	47	42	62	104	16
332. Mt. Winans	15	265	64	78	27	91	5
107. School	16	239	48	45	41	65	40
Carroll Annex	17	230	68	38	29	35	60
327. School	18	204	44	32	48	71	9
116. School	19	196	48	40	36	51	21
331. Lauraville	20	192	57	40	25	70	0
329. Canton	21	182	36	33	24	84	5
333. Roland Park	22	171	42	36	39	39	15
109. School	23	155	32	31	34	35	23
328. Brooklyn	24	154	60	22	25	47	0
118. Branch	25	148	72	10	14	52	0
335. Govans	26	136	41	25	30	40	0
334. Mt. Washington	27	118	24	20	22	47	5
115. School	28	94	14	13	17	29	21
Maximum possible score		1,000	125	165	280	290	140

* Numbers above 300 have been assigned by the Survey Commission for tabulation purposes, and refer to annex schools

TABLE VIII

JUNIOR HIGH SCHOOL BUILDINGS OF BALTIMORE ARRANGED IN ORDER OF RANK FOR TOTAL SCORES ALLOTTED*

Showing distributed scores on the major items of the score card, as compared with the tota possible score for each major item

SCHOOLS SCORED	RANK ON BASIS OF TOTAL SCORE ALLOTTED TO EACH BUILDING	MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES	SUB-ITEMS MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES				
			I Site	II Building	III Service systems	IV Class-rooms	V Special rooms
		1,000	125	165	280	290	140
70. Federal	1	707	93	141	175	239	59
47. Hampstead	2	531	80	104	104	197	46
49. Robert Lee	3	431	78	107	86	139	21
212. Garrett Heights	4	416	75	75	82	139	45
78. Robert Fulton	5	408	85	78	72	153	20
79. Lafayette	6	387	71	65	76	155	20
40. Florence Nightingale	7	359	74	60	65	137	23
1. Edgar Allen Poe	8	330	52	54	76	113	35
80. D'Animour	9	318	59	50	68	115	26
Carroll Vocational	10	289	59	48	69	69	44
52. William Rinehart	11	277	34	77	64	91	11
Maximum possible score		1,000	125	165	280	290	140

* Also scored under elementary schools. School numbers above 200 have been assigned by the Survey Commission for tabulation purposes, and refer to annex schools.

TABLE IX

HIGH SCHOOL BUILDINGS OF BALTIMORE ARRANGED IN ORDER OF RANK FOR TOTAL SCORES ALLOTTED

Showing distributed scores on the major items of the score card, as compared with the total possible score for each major item

SCHOOLS SCORED	RANK ON BASIS OF TOTAL SCORE ALLOTTED TO EACH BUILDING	MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES	SUB-ITEMS MAXIMUM POSSIBLE SCORE AND ALLOTTED SCORES				
			I Site	II Building	III Service systems	IV Class-rooms	V Special rooms
		1,000	125	165	280	290	140
Eastern High	1	791	107	143	204	232	105
City College	2	550	75	114	116	179	66
Polytechnic Institute	3	528	56	91	171	154	56
Western High	4	514	48	92	143	147	84
Colored High	5	309	55	66	60	104	24

ELEMENTARY SCHOOL BUILDINGS MOST DEFICIENT IN VARIOUS IMPORTANT ASPECTS

School buildings which are greatly defective with respect to toilet systems, artificial lighting, fire protection, water supply, heating and ventilating, as well as gross and internal structure, must be given the first consideration in any program of replacement. The scores which have been given school buildings may be utilized so as to produce the detailed facts of Table X.

In Table X, Baltimore elementary schools for white children, including the annex schools, have been ranked in groups of ten according to their rating by the judges on the Strayer-Engelhardt Score Card. It will be noted that if a school building is low on two or three of these items, the chances are that it is also low in most of these important aspects. Table X may be used as one of the bases for decision with respect to reconstruction and replacement.

In Table X are included the fifty schools which have ranked lowest on each one of these items.

The elementary schools for colored children which rank lowest on the items of Table X are No. 118 Branch, No. 115, Carrollton Annex, No. 109, No. 116, No. 105, No. 107, No. 103, No. 110, No. 108 and No. 118. In most cases, these schools rank lower than the lowest thirty of the elementary schools for white children. When the ratings were obtained on each of these items, the school buildings themselves and not the portables and annex buildings were taken into consideration.

TABLE X

BALTIMORE SCHOOLS RANKING LOWEST IN REFERENCE TO THE FOLLOWING ITEMS

Elementary schools for white children

HEATING AND VENTILATING	TOILET SYSTEMS	FIRE PROTECTION	WATER SUPPLY	ARTIFICIAL LIGHT	GROSS AND INTERNAL STRUCTURE COMBINED
School No.	School No.	School No.	School No.	School No.	School No.
50 Branch	Orangeville	43	Masonville	Hillsdale	50
97	57	50 Branch	Westport	Athol Terrace	76
64 Branch	Hillsdale	Orangeville	Canton No. 5	16th St., Highlandt'n	38
57	64 Branch	38	Bank St., Highlandt'n	Bank St., Highlandt'n	58
38	Canton No. 1	58 Annex	50 Branch	Fairfield	56
95	Brooklyn	24	43	Hawkins Pt.	97
43	50 Branch	3	77	50 Branch	77
9	Hawkins Pt.	72	Fairfield	38	30
24	66	16th St., Highlandt'n	Canton No. 1	58	Canton No. 1
58 Annex	38	Canton No. 1	Orangeville	66	Orangeville
Lowest ten					

TABLE X—Concluded

BALTIMORE SCHOOLS RANKING LOWEST IN REFERENCE TO THE FOLLOWING ITEMS

Elementary schools for white children

HEATING AND VENTILATING School No.	TOILET SYSTEMS School No.	FIRE PROTECTION School No.	WATER SUPPLY School No.	ARTIFICIAL LIGHT School No.	GROSS AND INTERNAL STRUCTURE COMBINED School No.
56	20	97	97	93	9
Orangeville	Govans	76	58 Annex	3	Westport
77	67	12	24	68	Hawkins Pt.
67	Morrell Park	75	66	56	66
Hawkins Pt.	Evergreen	Canton No. 5	93	12	43
Masonville	Canton No. 5	56	73	64 Branch	1
28	43	34	57	Hawkins Pt.	Masonville
Evergreen	58	92	20	Masonville	16th St., Highlandt'n
Fairfield	97	93	34	Orangeville	20
Masonville	68	95	25	96	12
Lowest twenty					
78	12	23	8	16	Bank St., Highlandt'n
16	73	39	16	97	Canton No. 5
66	1	79	Brooklyn	73	19
Gardenville	Gardenville	26	38	25	Gardenville
16th St., Highlandt'n	Fairfield	31	68	43	21
31	Masonville	16	75	10	26
15	58 Annex	30	42	48	28
93	24	5	Athol Terrace	Arlington	65
Canton No. 1	3	28	Violetville	Violetville	Evergreen
75	25	79	Hawkins Pt.	Canton No. 1	73
Lowest thirty					
Hillsdale	47	94	76	24	75
35	99	Westport	56	77	48
Athol Terrace	Violetville	77	26	57	79 Old Bldg.
Pimlico	76	68	13	20	81
19	93	25	67	75	94
65	Westport	11	Highlandt'n	34	15
58	Curtis Bay	29	3	39	3
48	95	48	5	33	92
26	72	Govans	92	11	95
72	35	Curtis Bay	35	5	93
Lowest forty					
34	Garrett Hts.	Brooklyn	78	8	Fairfield
20	Athol Terrace	Bank St., Highlandt'n	55	62	Violetville
3	75	Fairfield	Morrell Park	37	16
61	48	66	Curtis Bay	21	57
Canton No. 5	Bank St., Highlandt'n	20	16th St., Highlandt'n	47	24
94	34	15	12	72	67
92	30	9	15	26	58 Old Bldg.
12	15	Evergreen	31	31	Garrett Hts.
45	62	33	99	35	64 Branch
Garrett Hts.	69	96	81	81	13
Lowest fifty					

SCHOOL BUILDING SITES

(Item I of Strayer-Engelhardt Score Card)

The scores on the major item, Site, show that the school sites of Baltimore are particularly deficient. The reasons for many of the deficiencies may be made clear through reference to Illustrations Nos. 1 to 11, inclusive.

The standards for the sites of modern school buildings have advanced in the last twenty years as well as have many other educational ideals. The progressive school program calls for a school site large enough to per-

ILLUSTRATION NO. 1

THE WAVERLY SCHOOL No. 51—One of Baltimore's better buildings situated in a residential section. The limited playgrounds for this large school may be adequately supplemented by co-operation with the park authorities in the use of the nearby park.

mit a building to be set far enough back from the streets to avoid noise and dirt and far enough away from high buildings to get the full benefit of all available light. Buildings should be placed so that the rooms may face in the preferred order of southeast, east, southwest, west or the south to get the best possible light and sunlight; and should be so placed that the children will have adequate place for play. In the selection of the school building sites for Baltimore, most of these elements have been neglected in the large majority of the schools. Many of the buildings are set flush with the street. Others are only a few feet from the sidewalk. Many are surrounded by apartment houses and factories. Very few lawns are in evidence. The most serious part of the whole situation has been the seemingly utter neglect to provide adequate play space.

Illustration No. 1 shows the modern and relatively well-planned school building structure No. 51. Although the building has been recently built, very little thought has been given to the playground provisions. Each one of the 1,200 children has available only 56.6 square feet of playground space. The section about this school is largely residential and much vacant area still exists. It should have been possible when this school was planned to secure at least 100 square feet of playground area for every child of a 1,500 pupil

ILLUSTRATION NO. 2

Showing the close proximity of School No. 45 to the State Penitentiary. The school environment is an important factor in the education of the child. Even the best environment would not make this old school a desirable place to send boys and girls.

school located at this point. Even though this school fails to such a great degree to reach the standard, it should nevertheless be borne in mind that playground provisions in this case are superior to those of a great majority of schools in Baltimore.

It is evident from observation of the existing school sites that almost no attention has been paid, not only to the adequate size and form of the site, but also to the desirability of the environment. There is no longer any question but that the effectiveness of a school is dependent on the attractiveness of the rooms, the buildings, the immediate grounds and the immediate environment. The constant, subtle influences for the establishment of ideals and the teaching of good citizenship which come from clean buildings, attractive grounds, well-kept homes, are undoubtedly elements which deserve the serious consideration of school and city authorities in selecting

the location for a school building. Some of the illustrations point out the extreme disregard for any standards in this particular field.

In Illustration No. 2 will be seen part of the environment of the No. 45 School. Children should never be required to attend school in the shadow of the State Penitentiary as is done in this particular case. Not only is this school placed in this undesirable prison environment, but it is on the very fringe of its territory, making it accessible to school children from

ILLUSTRATION NO. 3

Wretched, dilapidated buildings frequently cover land adjacent to school buildings which would return unlimited dividends in better bodies for such boys as these, if used for playgrounds. Part of the environment of School No. 77.

only two sides rather than from four. Since this school building scores as low as 400 points and has only sixteen square feet of playground space per child, its abandonment should be made an early part of the school building program.

In Illustrations Nos. 3 and 4 will be seen the environment on two sides of school building No. 77. Illustration No. 3 shows the proximity of a dilapidated structure in the last stages of decay fenced in by high board fences and creating a most undesirable environment. This building should have been condemned by the city health authorities or by the fire department long before this time and should have been removed.

Illustration No. 4 shows an alleyway, the photograph of which was taken from the window of a classroom of School No. 77. Immediately adjacent the school is this blind alley. The foul language frequently

emanating from this source is at times easily audible through the open windows of the school and adds an additional undesirable element to the environment. School children should never be required to attend school in an environment as undesirable as that of School No. 77.

ILLUSTRATION NO. 4

The inadequate lot upon which this building stands suggests the desirability of removing these unsightly buildings immediately adjoining School No. 77.

The provisions for play space for high school students are lacking to even a greater degree than they are for elementary children. The Western High School for Girls and the Eastern High School for Girls have been built so as to cover almost all of their entire sites. In neither case have the girls opportunity for wholesome outdoor exercise. The boys and girls of the other high schools and junior high schools have in practically no case any better provisions. The varied program of junior and senior high schools makes space for outdoor gymnasium work and athletic games highly desirable. In many cities in the United States, athletic fields and even stadiums have been made a part of the physical plants of the high school. Such provision can be made only when six to ten acres of land are available. Progressive cities are making this provision and large sites are being acquired for high school purposes, even though the buildings are being placed away from the center of the city. Such a course is possible where adequate transportation lines help to solve the problem.

Illustration No. 5 shows the very limited area available for athletic purposes at the rear of the Colored High School. The Colored High School

registers 793 students. The Commercial Department housed in a portable on this site has further diminished the space which was already totally inadequate for purposes of exercise. The general nature of the surroundings in very close proximity to this school shows that it would have been possible to expand the site at a low cost if standards had been set up for this school activity in the past.

ILLUSTRATION NO. 5

Here are shown the limited school grounds, the housing of the commercial department (in the portable), the limited shop provision and the general environment of the Colored High School—attended by more than 700 students.

School No. 94 houses approximately 1,100 children and provides as little as seven square feet of play space per child. Illustration No. 6 shows the girls of this school as their attention was attracted by the photographer from their play during a recess period. It must be borne in mind that thousands of school children in Baltimore have as little opportunity for play as is evidenced in this picture. In fact, one is struck not only by the lack of play space but also by the lack of playground apparatus. A tabulation of the playground apparatus for the elementary schools in Baltimore shows ten basketball courts, one volley ball court, six horizontal bars, seven slides, two teeter boards, five swings, and four other pieces of apparatus for 70,000 children. This equipment may be considered sufficient for about 500 children playing at one time.

If 70,000 elementary school children await their turns during the recess periods and periods before and after school, in order to use any part of

ILLUSTRATION NO. 6

Girls of School No. 94 who have been allotted a recess period for play in their daily programs but who lack playground space. A typical Baltimore situation.

above equipment, each child must wait almost 50 days, or 2½ school hs, for an opportunity to exercise with any one of the pieces of play- nd apparatus.

Another example of this failure to consider children's play needs and e for exercise is seen in the boys' narrow play court of school build- No. 9. This is hemmed in by tall buildings and high walls and is so ow as to permit only ten boys to stand in line from one side to the

ILLUSTRATION NO. 7

The narrow play court for 180 boys at School No. 9. Many of these boys are rived of all the social advantages arising from wholesome indulgence in American es. Note the attempt, through the placement of frames of prismatic glass, to secure natural light cut off by the buildings on the left.

er, as shown in Illustration No. 7. The building itself lacks all play vision. It is situated in one of the most congested sections of the city is remote from all parks where play is permitted. The five square t of playground space available for each one of these children constitute e element of the extremely low score of school building No. 9.

Many other situations are as bad or worse than that of No. 9, as will seen by reference to Table XI.

The situation with respect to playgrounds and the environment of the hools for white children has been shown to be highly unsatisfactory. Yet e white children as a whole have greater opportunities for play than the lored children. One of the most congested schools in the city is No. 112. this school, approximately 1,500 children were attending the main build-

ing and the portables in November, 1920. Only approximately two square feet of playground space per child of total enrollment are available. The extreme congestion resulting when only a part of these children appear on the playground is shown in Illustration No. 8. The children appear in this picture as they were sent from the building during a fire drill. It will be noted that practically every available square inch of the brick pavement of this playground is covered when the children merely stand at attention. The program for physical development, which is highly essential for these children living in a congested city section, is utterly impossible under the conditions shown here. In this school nothing less than the most rigid kind of discipline can be enforced. Thus children are taught a certain relationship between teacher and child and between schoolmates which is not conducive to a highly satisfactory social order. Children brought up in this kind of situation soon learn to dislike the school environment and rapidly eliminate themselves from school, although the advancement of society demands that they should be furthering their education.

Illustration No. 9 points out other defects involved in developing a play program. Although only four square feet of playground area per child are provided for this school, this ridiculously inadequate amount is still further reduced by the fact that the playground is in three different levels. It is still further obstructed by poorly conceived outside fire-escapes and walls. This school is attended by foreign children, living in a congested section of the city, who should be given a maximum of constructive physical exercise and play, when possible, out-of-doors. The utter impossibility of any such program for this school is readily seen from this illustration.

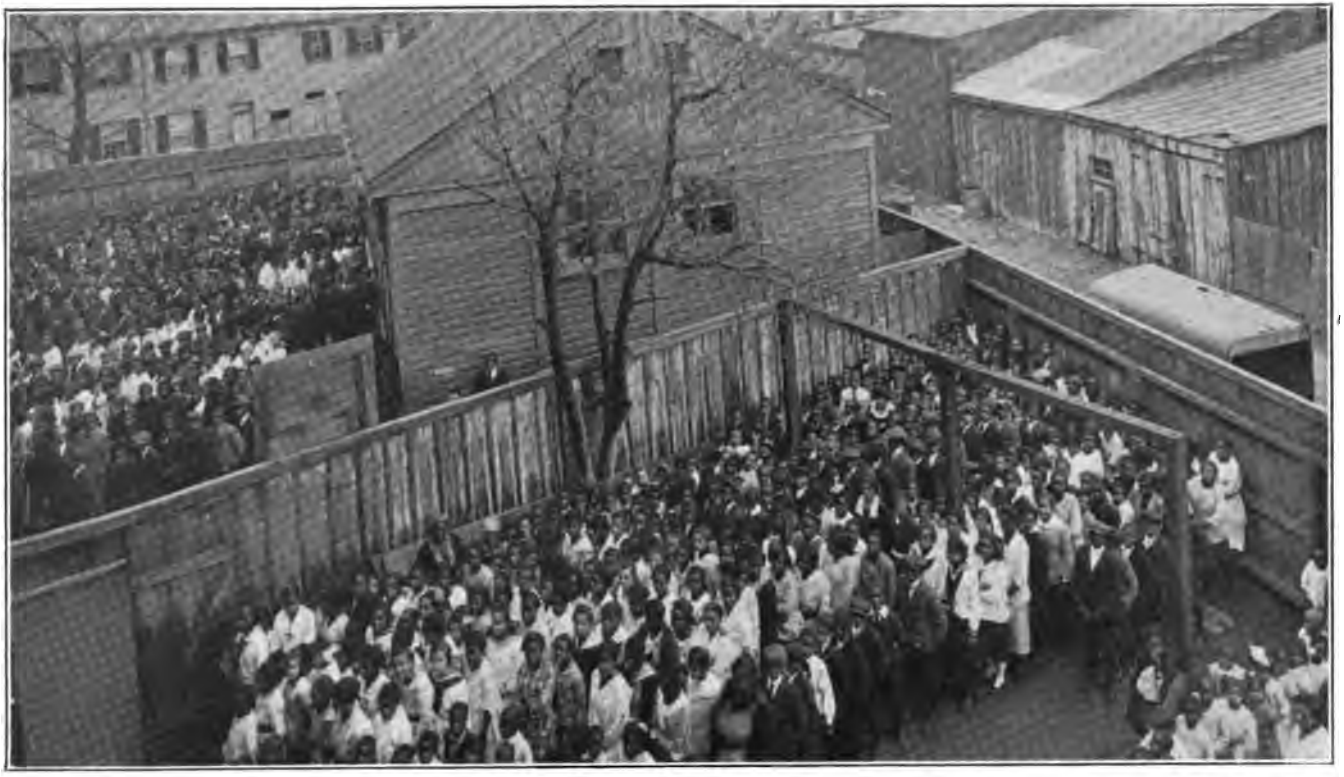


ILLUSTRATION NO. 8

School No. 112 presents one of the most congested situations in the city. The approximately 1,500 children attending No. 112 cover the playground. The cheap structures at the rear should be razed and a real playground provided.

In this picture, the wretched annex in which every standard for the health and safety of children is violated, and the objectionable outhouse are also shown as part of the school environment. It was a worthy motive which prompted the erection of the open-air classroom shown in the picture, but a misfortune that the limitations of the site compelled the placement of this room in such close proximity to the foul-smelling outhouse.

ILLUSTRATION NO. 9

The school yard for the 500 boys of the Charles Carroll of Carrollton School. Note the wretchedly lighted annex at the left, the three playground levels with the possibility of injury, a typical wooden fire-escape, an open-air classroom for frail children adjoining the foul-smelling outhouse.

The school building program for any city should involve as one of its essential elements the securing of desirable and adequate sites. These sites should be selected with a view to providing proper play facilities for a school of the optimum size to be expected in that place. While this is often almost impossible in the cases of buildings already erected, it should never be neglected in the case of new construction. In a number of cases, there still remains possibility for securing more adequate play space than now exists.

Illustration No. 10 shows the possibility in the case of the Guilford School. In cases like this, the purchase of four or five acres of land will prove to be a farsighted investment on the part of the school and city authorities.

ILLUSTRATION NO. 10

The future building program for non-congested sections should include the purchase of sufficient playground land, especially when open stretches like those surrounding the Guilford School are available.

Table XI shows the playground facts for each school. There are in this list 17 schools which have less than 5 square feet of play area per child and 68 schools which have less than 15 square feet per child.

It must be borne in mind that the minimum standard number of square feet allowed children by law in the classrooms of many states is also fifteen. Thousands of children in Baltimore are allotted more space in the classroom than on the playground.

It will be seen that 85 per cent. of the schools have less than 30 square feet of playground area per child of school enrollment. This means that Baltimore provides less than one-third of the standard area of play space for 85 per cent. of her public school children.

TABLE XI

THE TOTAL PLAYGROUND AREA AND NUMBER OF SQUARE FEET OF PLAY SPACE PER PUPIL IN ENROILMENT IN JUNE, 1920, FOR THE PUBLIC SCHOOLS OF BALTIMORE

Number of school	NAME OF SCHOOL	Total enrollment June, 1920	Total playground area	Square feet of playground area per pupil in enrollment
1	Edgar Allan Poe	321	3,000	9.3
2	Almeda	1,054	11,960	11.3
3	William Patterson	840	6,900	8.2
4	Henry Lee	467	9,481	20.3
5	Wells and McComas	747	7,680	10.2
6	William Fell	735	11,578	15.6
8	Stephen Decatur	536	9,500	17.7
9	Alicia Crossland	561	3,361	5.9
10	James McHenry	523	9,262	17.7
11	John Stricker	920	11,000	11.9
12	Michael Warner	550	4,040	7.3
13	Tench Tilghman	1,025	7,895	7.7
14	Sidney Lanier	616	8,360	13.5
15	Benjamin Franklin	408	9,339	22.8
16	Henry Stevenson	489	12,572	25.0
19	Samuel Chase	456	4,788	10.4
20	Robert Eden	1,209	10,434	8.6
21	Francis Nicholson	387	8,530	24.6
22	George Washington	1,128	15,092	13.3
23	Wolfe	496	1,378	2.7
24	Canton	1,023	7,248	7.0
25	Henry Fleet	593	7,000	11.8
26	Leonard Calvert	332	2,106	6.3
27	John Rodgers	1,111	8,085	7.3
28	Webster	447	2,460	5.5
29	Horatio Sharpe	303	12,494	41.2
30	Christopher Gist	768	5,283	6.8
31	Henry Schroeder	490	1,350	2.7
32	Guilford	549	5,913	10.7
33	Armistead	456	3,960	8.6
34	Barrister Charles Carroll	580	7,240	12.4

TABLE XI—Continued

THE TOTAL PLAYGROUND AREA AND NUMBER OF SQUARE FEET OF PLAY SPACE PER PUPIL IN ENROLLMENT IN JUNE, 1920, FOR THE PUBLIC SCHOOLS OF BALTIMORE

Number of school	NAME OF SCHOOL	Total enrollment June, 1920	Total playground area	Square feet of playground area per pupil in enrollment
35	Fort Covington	394	20,436	51.8
37	Patrick Henry	511	19,313	37.7
38	Chesapeake	217	6,000	27.6
39	James Calhoun	228	9,945	43.6
40	Florence Nightingale	884	17,075	19.3
42	Paul Jones	586	5,400	9.2
43	Dolly Madison	883	10,580	11.9
45	Otho Holland Williams	376	5,062	17.6
47	Hampstead Hill	1,773	32,697	18.4
48	James Monroe	581	9,347	16.0
49	Robert E. Lee	368	6,160	16.7
50	Clifton	553	1,225	2.2
51	Waverly	1,127	59,508	52.8
52	William Rhinehardt	230	2,880	12.5
53	Margaret Brent	892	8,760	9.8
54	George Peabody	970	21,942	22.6
55	Hampden	1,317	26,491	20.1
56	Mount Vernon	165	.....	.....
57	Horace Abbott	285	1,574	5.4
58	Woodberry	348	1,953	5.6
58	Woodberry Annex	178	9,600	539.3
59	Louisa M. Alcott	942	56,655	60.1
60	Druid	1,204	30,105	25.0
61	John Eager Howard	813	16,046	19.7
62	Smallwood	1,276	19,675	15.4
63	Walbrook	1,122	15,998	13.1
64	Liberty	1,168	40,044	34.2
64	Branch	60	35,200	586.6
65	Alexander Hamilton	1,057	278,640	26.4
66	Westover	181	12,700	70.2
67	Frederick	427	32,386	75.8
68	Betsy Ross	711	38,790	54.5
70	Federal	968	7,904	8.2
72	Martha Washington	952	10,044	13.3
73	William Pinkney	529	9,200	17.4
74	Oliver Cromwell	855	11,118	13.0
75	Carrollton	711	13,387	18.8
76	Francis Scott Key	865	1,200	1.4
77	Samuel Smith	656	12,380	18.8
78	Robert Fulton	604	31,705	52.4
79	Lafayette	750	3,300	4.4
80	Chevalier D'Animour	825	5,115	6.2
81	Robert Morris	748	8,760	11.7
83	William Paca	2,020	14,715	7.2
84	Thomas Johnson	927	21,592	23.2
85	Fort Worthington	988	13,861	14.0
86	Abraham Lincoln	1,270	14,954	11.7
92	Oliver H. Perry	725	8,502	11.7
93	Charles Carroll (Res.)	175	.....	20.2
93	Charles Carroll	900	11,134	12.3

TABLE XI—Continued

THE TOTAL PLAYGROUND AREA AND NUMBER OF SQUARE FEET OF PLAY SPACE PER PUPIL IN ENROLLMENT IN JUNE, 1920, FOR THE PUBLIC SCHOOLS OF BALTIMORE

Number of school	NAME OF SCHOOL	Total enrollment June, 1920	Total playground area	Square feet of playground area per pupil in enrollment
94	Winfield Scott Schley	1,112	6,960	6.2
95	Lexington	556	7,928	13.8
96	Nathaniel Ramsay	554	22,414	40.4
97	Baron von Steuben	279	1,260	4.5
98	Samuel F. B. Morse	962	16,954	17.6
99	Columbus	1,643	13,500	8.2
100	Frederick Douglas	920	14,456	15.7
101	Paul Lawrence Dunbar	1,592	3,320	2.2
102		597	2,865	4.7
103	Henry Garnet	757	10,500	13.8
105		535	2,100	3.9
106	Booker T. Washington	800	5,109	6.3
106	Branch	320	10,384	32.4
107		742	5,945	8.0
107	Branch	245	6,800	27.7
108		385	2,962	7.6
109		698	7,318	10.4
109	Branch	.....	10,547	.....
110		1,029	9,600	9.3
112	Robert Browne Elliott	2,364	9,912	4.2
112	Branch	357	7,517	21.0
113	Benjamin Banneker	713	2,944	4.1
115		283	2,843	10.0
116		570	1,198	2.1
118		646	6,700	10.4
118	Branch	37	27,594	745.7
	Vocational	167	6,750	40.4
201	Arlington	429	28,695	66.9
202	Athol Terrace	35	16,200	462.8
203	Brooklyn	597	26,634	44.6
204	Canton	587	8,694	14.8
205	Canton Kindergarten No. 1	148	2,500	16.9
206	Canton Kindergarten No. 3	66	980	14.8
207	Canton No. 5	704	11,450	16.2
208	Curtis Bay	766	13,898	18.1
209	Evergreen	163	7,276	44.6
210	Fairfield	163	30,000	184.0
211	Gardenville	630	32,295	51.4
212	Garrett Heights	748	72,440	96.8
213	Govans	494	48,163	146.6
214	Guilford	459	.....	.....
215	Highlandtown	1,539	6,840	4.5
217	Hillsdale	191	.....	.....
218	Howard Park	459	63,169	137.3
219	Masonville	54	2,484	46.0
220	Morrell Park	553	17,620	31.9
221	Mount Washington	311	21,000	67.5
222	Orangeville	253	10,620	41.9
223	Pimlico	874	126,162	148.9
224	Roland Park	268	8,784	33.2

TABLE XI—Concluded

THE TOTAL PLAYGROUND AREA AND NUMBER OF SQUARE FEET OF PLAY SPACE PER PUPIL IN ENROLLMENT IN JUNE, 1920, FOR THE PUBLIC SCHOOLS OF BALTIMORE

Number of school	NAME OF SCHOOL	Total enrollment June, 1920	Total playground area	Square feet of playground area per pupil in enrollment
225	Westport	353	111,736	315.9
226	Violetville	167	12,020	7.2
227	St. Helena	167	20,677	123.8
327	Arlington	59	.....	.....
328	Brooklyn	33	609	18.4
329	Canton	30	1,030	34.0
330	Fairfield	166	12,608	75.0
331	Lauraville	60	.....	37.4
332	Morrell Park	138	6,800	49.0
333	Roland Park	73	.....	65.0
334	Mount Washington	34	.....	.....
335	Govans	56	62,500	1,116.0
228	Highlandtown	306	.....	231.0
229	Bank Street, Highlandtown	846	3,700	4.4
230	Hawkins Point	24	.....	26.31
	Boys' Polytechnic	2,253	55,146	24.4
	Carroll Vocational	161	400	2.4

Variations in the number of square feet of playground area per pupil may be secured if a different enrollment period is taken. In the majority of cases above, the total number of square feet in the site, minus the number of square feet occupied by the building, has been utilized as the basis for computation. Schools numbers 100 to 118 Branch, inclusive, and numbers 327 to 335, inclusive, are for colored children only.

In Table XII may be seen the degree to which four cities, namely, Baltimore, St. Paul, Denver and Salt Lake City, have provided playgrounds for their school children. Only these cities have been selected for comparison, since the data on this same basis are not existent for other cities. The cities are here compared on the basis of the percentages of total enrollment for which varying playground provisions have been made. In Baltimore, 57 per cent. of all children enrolled in June, 1920, were given a chance to play on less than 15 square feet of play space for each child, while 85 per cent. of all children had less than 30 square feet apiece for play.

In St. Paul and Denver, 15 and 18 per cent. of the total enrollment had over 100 square feet per child of play space, while in Salt Lake City, 63 per cent. of the total enrollment had available as much as 100 square feet or more per child, as compared with Baltimore's 5 per cent. Baltimore, the oldest city of this group of four, may be expected to rate lowest, but the very extreme differences of Table XII are startling.

THE SCHOOL BUILDING STRUCTURES

(Item II of Strayer-Engelhardt Score Card)

The age of a school building may be considered one measure of its adequacy for a modern school program. Within approximately the past twenty-five years great progress has been made in the standardization of

TABLE XII

PERCENTAGES OF TOTAL SCHOOL ENROLLMENT WITH VARYING PLAYGROUND PROVISIONS IN FOUR AMERICAN CITIES

PLAYGROUND PROVISIONS	PERCENTAGES OF TOTAL ENROLLMENT WITH VARYING PLAYGROUND PROVISIONS			
	St. Paul, 1917	Denver, 1916	Salt Lake City, 1915	Baltimore, 1920
15 or less square feet	.....	.....	.....	57%
15 to 30 square feet	.....	.....	.....	28%
30 or less square feet	29.1%	.....	.....	85%
30 to 100 square feet	56.1%	.....	.....	10%
100 or less square feet	85.2%	82.0%	35%	95%
100 to 200 square feet	9.9%	12.5%	32%	4%
200 or over square feet	4.9%	5.5%	31%	1%

THE EXTREMES AND MEDIANS IN PLAYGROUND PROVISIONS IN FOUR CITIES

	Lowest number of square feet per child	Median number of square feet per child	Highest number of square feet per child
St. Paul (1917)	4	60	1,889
Denver (1916)	40	130	1,937
Salt Lake City (1915)	4.1	62	2,560
Baltimore, white (1920)	0	18	540
Baltimore, colored (1920)	0	13	108

school buildings and in the incorporation within buildings of facilities which the health and safety of children, as well as the advancing educational program, have demanded. The marked progress that has been made is clearly shown in the contrasts between such good buildings as the George Washington School No. 22 and the Guilford School No. 214 on the one hand, and the less satisfactory buildings of two or three decades ago, such as No. 54, No. 55 and No. 98. A visit to Schools Nos. 22 and 214, and then to buildings built in 1870 and 1880 will make clear to any parent or citizen the wide differences in the advantages offered children in the modern plant, as compared with the many limitations due to the structural elements in the

older buildings. Only within a recent period have Baltimore authorities, in building new buildings, been laying sufficient stress upon the safety of children from fire dangers, upon proper safeguards for health, and upon the administrative principles involved in the management of large groups of children. These elements, with many others, have been ignored or disregarded in the large majority of buildings erected previous to 1890. In considering the age of school buildings, the classroom becomes an acceptable unit for comparison.

Table XIII presents the building age situation in Baltimore's school system expressed in terms of decades and classrooms built. The facts are also shown for the original building, as well as for the permanent additions made from time to time. No temporary buildings, such as portables or rented structures, are included in this table. Twenty-five (25) per cent. of the total number of permanent classrooms were built previous to 1880, when few standards of lighting, heating, ventilating and construction had been determined. Thirty-nine (39) per cent. of the classrooms were built during the formative period for school standards, 1880-1900. Even in many of the classrooms built in the last two decades, Baltimore has neglected many of the most acceptable school standards.

The low scores allotted by the judges on Item II of the Score Card, *i. e.*, the Building Structure, including its type, material, height, entrances, stairways, corridors, basement and general condition of the building, show that the age of many Baltimore buildings has been a material factor in the allotment of scores.

In Table XIV are found the names and numbers of all schools, with the date of erection of the original building and its additions, together with the number of classrooms constructed at each period. A comparison of the scores allotted Item II on the score card and the age of the school buildings should indicate a fairly high negative correlation between age and scores. The correlation, by the Pearson formula, on these two items in the case of the 66 of the elementary buildings to which no additions have been made is -.36. That this correlation is no higher is due to a continued reproduction of serious building faults during the more recent periods of construction.

The tendency has prevailed in Baltimore, in years past, to plan and build small school buildings. Additions have been made to such buildings, although the original plans made no provisions for them. Such additions have been made in 37 per cent. of the elementary schools. Even 7 per cent. of the elementary schools have had a second addition made. As a result of this failure to plan original buildings so that additions might be made readily and alterations and their costs might be kept at a minimum, there are to be found many school buildings in Baltimore with a confusion of corridors, or entire lack of corridors; with stairways wrongly planned and failing to comply with any desirable standards; and entrances remotely located from the

TABLE XIII

DATE OF ERECTION, BY DECADES, OF THE CLASSROOMS NOW IN USE IN THE ELEMENTARY* AND JUNIOR HIGH SCHOOLS OF BALTIMORE

DATE OF ERECTION	Original building	First addition	Second addition	Third addition	Fourth addition	Total	Cumulative total	Cumulative percentage
Unknown	6	9	.....	.....	.....	15	15	.0100
Previous to 1840	7	.....	.....	.....	.....	7	22	.0115
1840–1849	13	.....	.....	.....	.....	13	35	.0182
1850–1859	16	.....	.....	.....	.....	16	51	.0266
1860–1869	104	.....	.....	.....	.....	104	155	.0860
1870–1879	313	11	6	.....	.....	330	485	.2530
1880–1889	235	18	.....	11	.....	264	749	.3850
1890–1899	432	57	.....	.....	.....	489	1,238	.6400
1900–1909	233	66	4	.....	.....	303	1,541	.7970
1910–1919	230	76	54	8	2	370	1,911	.9900
1920–1929	5	4	.....	2	4	15	1,926	1.0000
Total classrooms	1,594	241	64	21	6	1,926	.....	.....
Percentage of total classrooms	83.1	12.0	3.4	1.1	0.3	100	.....	.....

* Including Carroll vocational school.

rooms where children are working and studying. These very unsatisfactory resultants of poor planning are evident in the scores. In order to show that Baltimore in recent years has adopted the more acceptable plan of erecting buildings with a large number of classrooms, Table XV has been prepared. Here are distributed the original plants of the elementary schools according to the number of classrooms incorporated and the years of erection. One hundred and thirty-eight original buildings are included. Additions made after the original structure had been built, portables, and buildings, not intended originally as schoolhouses, have not been included. It will be seen from the last column of this table that the number of classrooms for the median building has shifted from 12 classrooms for the three decades, 1870-1899, to 24 classrooms for the decade 1910-1919. The table also shows that 80 per cent. of all the buildings originally planned as having 20 rooms or more have been built since 1899, while 78 per cent. of all buildings originally planned for 12 rooms or less were built previous to 1900.

TABLE XIV

YEAR OF CONSTRUCTION OF THE ELEMENTARY AND JUNIOR HIGH SCHOOLS. SHOWING ALSO NUMBER OF CLASS-ROOMS IN THE PERMANENT BUILDINGS, AS WELL AS THE TEMPORARY STRUCTURES

Schools for white children

NUMBER AND NAME OF SCHOOL	ORIGINAL BUILDING		FIRST ADDITION		SECOND ADDITION		THIRD ADDITION		FOURTH ADDITION		Unknown	Portables	Rooms cut out of others	Annexes, etc.	Rooms not in use	Rooms now in use*
	Date of erection	Number of rooms	Date of erection	Number of rooms	Date of erection	Number of rooms	Date of erection	Number of rooms	Date of erection	Number of rooms						
Carroll Vocational	1800	7	1920	4												11
38. Chesapeake	1853	4														4
75. Carrollton	1860	12	1880	11											4	19
20. Robert Eden	1864	6	1872	6	1876	6	1880	11	1919	2						31
23. Wolfe	1866	12											2			14
77. Samuel Smith	1869	12	1895	4												16
21. Francis Nicholson	1869	12														12
40. Florence Nightingale	1869	14	1900	2									3	6		25
73. William Pinkney	1870	15														15
12. Michael Warner	1870	14														14
1. Edgar Allen Poe	1870	19														19
28. Webster	1870	4									7					11
15. Benjamin Franklin	1872	12													2	10
19. Samuel Chase	1872	8										1				9
204. Canton No. 1	1872	9														9
45. Otho Holland Williams	1872	12													3	9
58. Woodberry	1872	6												4		10
72. Martha Washington	1873	18												1		19
26. Leonard Calvert	1874	9														9
81. Robert Morris	1874	18	1880	4										1		19
5. Wells and McComas	1875	16														16
Highland Kindergarten	1875	6														6
43. Dolly Madison	1876	23												6		23

*Totals in this column will not always equal the sum of the rooms for that school due to the fact that original rooms were often destroyed in the building of additions.

TABLE XIV—Continued

YEAR OF CONSTRUCTION OF THE ELEMENTARY AND JUNIOR HIGH SCHOOLS. SHOWING ALSO NUMBER OF CLASSROOMS IN THE PERMANENT BUILDINGS, AS WELL AS THE TEMPORARY STRUCTURES

Schools for white children

NUMBER AND NAME OF SCHOOL	ORIGINAL BUILDING		FIRST ADDITION		SECOND ADDITION		THIRD ADDITION		FOURTH ADDITION		Unknown	Portables	Rooms cut out of others	Annexes, etc.	Rooms not in use	Rooms now in use*
	Date of erection	Number of rooms	Date of erection	Number of rooms	Date of erection	Number of rooms	Date of erection	Number of rooms	Date of erection	Number of rooms						
16. Henry Stevenson	1876	12														12
30. Christopher Gist	1877	16	1895	1												16
94. Winfield Scott Schley	1878	24	1891	8												24
93. Charles Carroll of Carrollton	1879	16												8		24
9. Alicia Crossland	1880	19														19
3. William Patterson	1880	12	1893	4	1913	1										17
229. Bank St., Highlandtown	1880	8	1897	8										3		19
213. Govans	1881	4	1907	2	1912	2	1916	4								12
14. Sidney Lanier	1881	14														14
211. Gardenville	1881	4	1909	2	1910	2	1915	4					1			15
221. Mount Washington	1881	4	1908	4												8
92. Oilver H. Perry	1882	12	1886	6												18
76. Francis Scott Key	1882	8	1890	8	1908	5						9		12		23
50. Clifton	1882	4	1915	4										5		13
66. Westover	1885	4														4
29. Horatio Sharpe	1886	12													3	9
11. John Stricker	1886	11	1890	8												19
65. Alexander Hamilton	1887	4	1893	6								8	1			19
42. Paul Jones	1887	20													4	16
8. Stephen Decatur	1887	14														14
13. Tench Tilghman	1889	12	1912	4										6		22
48. James Monroe	1889	12														12
24. Canton	1889	12										8				20
52. William Rinehart	1889	8														8

54. George Peabody	1889	12	1900	8	1916	4										24
80. Chevalier D'Animour	1889	16	1891	8								6				30
68. Betsy Ross	1889	14	1895	1								2				15
95. Lexington	1890	17													3	14
201. Arlington	1890	4	1905	2	1908	2						2				10
209. Evergreen	1890	4	1895	1												5
31. Henry Schroeder	1890	12														12
32. Guilford	1890	12														12
33. Armistead	1890	12														12
55. Hampden	1890	12	1902	12								2		7		31
79. Lafayette	1891	24												3		27
222. Orangeville	1891		1892	1	1900	2	1908	2								6
25. Henry Fleet	1891	16											1			15
99. Columbus	1891	15	1905	10	1912	12										34
39. James Calhoun	1892	10														10
67. Frederick	1892	6										2		1		9
60. Druid	1893	14	1909	5	1911	6										25
78. Robert Fulton	1893	16										2		1		19
226. Violetville		1	1894	1	1910	1						1		1		5
63. Walbrook	1894	11	1912	8								2	4			25
227. Hawkins Point	1895	1														1
35. Ft. Covington	1895	11														11
37. Patrick Henry	1895	12														12
96. Nathaniel Ramsay	1895	16	1914	2	1906	4†										14
113. Benjamin Banneker	1895	9										4		2		15
34. Barrister Charles Carroll	1896	12														12
53. Margaret Brent	1896	20														20
61. John Eager Howard	1896	18	1917	2												20
4. Henry Lee	1896	16													4	12
47. Hampstead Hill	1898	23	1918	24												47
Canton No. 5	1898	8										8				16
97. Baron von Steuben	1898	9														9
203. Brooklyn	1899	8	1914	10											2	16
210. Fairfield	1900	4														4
212. Garrett Heights	1900	4	1903	2	1908	2	1910	2	1912	4		2		4		20
83. William Paca	1900	24	1913	18												42
49. Robert E. Lee	1900	13														13

* Totals in this column will not always equal the sum of the rooms for that school due to the fact that original rooms were often destroyed in the building of additions.

† Four rooms made into larger rooms.

TABLE XIV—Continued

YEAR OF CONSTRUCTION OF THE ELEMENTARY AND JUNIOR HIGH SCHOOLS. SHOWING ALSO NUMBER OF CLASSROOMS IN THE PERMANENT BUILDINGS, AS WELL AS THE TEMPORARY STRUCTURES

Schools for white children

NUMBER AND NAME OF SCHOOL	ORIGINAL BUILDING		FIRST ADDITION		SECOND ADDITION		THIRD ADDITION		FOURTH ADDITION		Unknown	Portables	Rooms cut out of others	Annexes, etc.	Rooms not in use	Rooms now in use*
	Date of erection	Number of rooms	Date of erection	Number of rooms	Date of erection	Number of rooms	Date of erection	Number of rooms	Date of erection	Number of rooms						
224. Roland Park	1901	2	1903	2	1912	2								1		7
220. Morrell Park	1902	4	1911	4	1915	4										12
202. Athol Terrace	1902	2														2
74. Oliver Cromwell	1902	25													5	20
217. Hillsdale	1903	4														4
62. Smallwood	1903	24											2	3		29
98. Samuel F. B. Morse	1904	24														24
64. Branch (Penhurst)	1904	2														2
84. Thomas Johnson	1904	22														22
208. Curtis Bay	1905	8	1916	10											1	17
215. Highlandtown	1905	8	1917	8	1916	10								2		28
10. James McHenry	1905	12												1		13
64. Liberty	1906	8	1911	10								2		7		27
85. Ft. Worthington	1906	22														22
218. Howard Park	1907	4	1912	4										2		10
223. Pimlico	1910	9										9		3		21
51. Waverly	1910	24												1		25
59. Louisa M. Alcott	1910	24												1		25
86. Abraham Lincoln	1910	24												1		25
2. Almeda	1910	26														26
70. Federal	1912	24														24
22. George Washington	1912	25														25
6. William Fell	1913	20												3		23
27. John Rodgers	1913	25														25
228. Sixteenth Street School, Highlandtown	1916	6														6

214. Guilford	1916	12														12
225. Westport	1917	6												3		9
219. Masonville	1917	2														2
227. St. Helena	1920	4												1		5
57. Horace Abbott	No dates given	6												2		8
56. Mount Vernon														5		5
Canton Kindergarten No. 3														2		2
Canton Kindergarten No. 1														2		2
Schools for colored children																
School No. 109	1843	13														13
School No. 116	1850	8	1870	4												12
School No. 108	1867	9														9
School No. 110	1867	16	1877	3												19
329. Canton	1868	1														1
School No. 109 (Branch)	1870												1	2		3
School No. 107	1870	12												4		16
School No. 118 (Branch)	1872	12														12
School No. 118	1872	12														12
School No. 105	1874	12														12
School No. 103	1877	16														16
333. Roland Park	1879	1														1
332. Mt. Winans	1889	1	1917	1										1		3
331. Lauraville	1889	2														2
115. School No. 115	1889	4											2			6
School No. 102	1890	16														16
106. Booker T. Washington (Main)	1893	19														19
106. Branch	1869	13														13
328. Brooklyn	1895	1														1
112. Robert Browne Elliott	1896	18											2	12		32
100. Frederick Douglas	1904	17														17
330. Fairfield	1916	3														3
101. Paul Lawrence Dunbar (Main)	1916†	24														24
101. Original Building	1856‡	4	1874	2												6
334. Mt. Washington	1920	1														1
327. Arlington	No date given													2		2

* Totals in this column will not always equal the sum of the rooms for that school due to the fact that original rooms were often destroyed in the building of additions.

† Main building now being used.

‡ Old original building

TABLE XV

YEAR OF ERECTION AND SIZE OF ELEMENTARY SCHOOL BUILDINGS IN BALTIMORE

Original buildings only

NUMBER OF CLASSROOMS IN ORIGINAL BUILDINGS	DATES OF ERECTION								Total buildings of each size
	Previous to 1860	1860 to 1869	1870 to 1879	1880 to 1889	1890 to 1899	1900 to 1909	1910 to 1919	1920	
1		2	1	1	4			1	9
2				1		3	1		5
3							1		1
4	2		2	7	2	5		1	19
5									0
6	1	2	2		1		2		8
7	1								1
8	1		1	2	3	3			10
9		1	1		2		1		5
10		1	2		1				4
11					2				2
12		3	5	8	7	1	1		25
13	1	1							2
14			3	2	1				6
15			1		2				3
16		1	3	1	4				9
17			1		1	1			3
18			1		2				3
19				2	1				3
20				1		1	1		3
21						1			1
22						1			1
23					1				1
24			1		1	3	6		11
25							2		2
26							1		1
Total number of buildings	6	11	24	25	35	19	16	2	138
Median number of classrooms	6	10	12	12	12	8	24		

Additions, portables and rented rooms are not included.

A more complete understanding of the wide range in the size of school plants may be obtained from Table XVI. Here are consolidated the data with respect to types of educational organizations to be found in the schools below the high schools and the number of rooms under each type. The figures in the body of this table are in the terms of "schools" or "organization units," rather than "buildings." A total of 130 schools is included. The total number of variations in organization only become clear when the

facts for one type of organization are taken into consideration. For example: Schools of 1 to 6 grades, inclusive, are housed as follows:

Number of Rooms	1	6	8	9	11	12	13	14	16	18	20	22	24	25	29	34	47	Total
Number of Schools	2	1	1	1	2	3	2	2	2	1	1	3	2	2	1	1	1	28

Taking similar facts for all organization types from a finer distribution than shown in Table XVI, at least 90 different combinations of types and sizes of schools were found. This tremendous variation is due largely to the complete lack of an organization plan when school buildings were being built or additions were being made. The erection of many small buildings has led to an inefficient educational organization, multiplication of administrative responsibility and the duplication of problems and costs of operation and maintenance. The extreme amount of overlapping among the districts which may normally be expected to feed into the elementary schools appears in the case of the thirteen schools in the central eastern section of the city. Children of the elementary school may be expected to travel one-half mile or less from their homes to the school. This standard constitutes no handicap, especially in the latitude of Baltimore. It is the standard already accepted in many cities. With a three-eighths mile radius, and with a child's home near Dallas and Baltimore streets as a center, a circle was drawn. Ten public elementary schools were found included within this circle, showing the degree to which school program planning has been neglected in Baltimore. If a child may, within a half-mile walk, reach any one of the ten schools, the chances are against his finding school buildings which fit his needs, since such a duplication of high-grade plants could not be made financially possible in a city of two and three story houses. The especially defective nature of the majority of these ten buildings bears out this conclusion. Another illustration of this lack of planning may be secured by drawing a three-eighths mile circle with School No. 26 as a center. The encircled territory which might be expected to furnish the school population for this one school is cut by the similarly drawn circles for eighteen other public schools for white children. The facts are: Few school buildings in Baltimore have ever been abandoned, though their continued use might be even disastrous; buildings have been placed on inadequate sites, which is another important reason for failure to provide proper additions; the building of small structures has in the past not made sufficiently evident the need for high-grade building standards.

TABLE XVI

ELEMENTARY AND JUNIOR HIGH SCHOOLS OF BALTIMORE CLASSIFIED ACCORDING TO NUMBER OF ROOMS AND TYPE OF EDUCATIONAL ORGANIZATION, BASED ON ENROLLMENT OF OCTOBER, 1920

NUMBER OF ROOMS IN BUILDING	TYPE OF EDUCATIONAL ORGANIZATION																	Number of schools	Per cent of whole number of schools
	K	1-3	1-4	1-5	1-6	1-7	1-8	K-4	K-5	K-6	K-8	4-6	4-8	5-8	7-8	7-9	5-9		
1	.....	.....	1	.....	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	3.6
2	2	.....	.....	2	.....	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	5.0
3	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	2.1
4	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	4	2.8
5	.....	.....	.....	1	.....	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	2.8
6	1	.....	1	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	2.8
7	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	2	1.4
8	.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1.4
9	.....	.....	.....	3	1	.....	1	1	.....	.....	2	.....	.....	.....	.....	.....	.....	8	5.7
10	.....	.....	1	.....	.....	.....	4	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	6	4.2
11	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	3	2.1
12	.....	1	1	1	3	1	4	1	.....	2	.....	.....	.....	2	.....	.....	.....	16	11.4
13	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	2	.....	.....	.....	1	.....	.....	5	3.6
14	.....	1	1	1	2	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	4.2
15	.....	.....	.....	.....	.....	.....	3	1	1	.....	.....	.....	.....	.....	.....	.....	.....	5	3.6
16	.....	1	.....	1	2	.....	3	.....	.....	1	.....	.....	1	.....	.....	.....	.....	9	6.4
17	.....	.....	.....	.....	.....	.....	1	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	3	2.1
18	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.7
19	.....	1	.....	.....	.....	1	3	.....	.....	1	1	.....	1	1	1*	.....	.....	10	7.1
20	.....	.....	.....	.....	1	.....	1	.....	.....	1	2	.....	.....	.....	1*	.....	.....	6	4.2
21	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.7
22	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	2.1
23	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	2	1.4
24	.....	.....	.....	.....	2	.....	1	.....	.....	.....	.....	.....	1	.....	.....	1†	.....	5	3.6
25	.....	.....	.....	.....	2	.....	3	.....	.....	1	1	.....	.....	.....	1	.....	.....	8	5.7
26	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1	.7
27	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1‡	.....	2	1.4
28	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.7
29	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.7
30	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	.....	.....	1	.....	.....	3	2.1
31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1	.7
32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1	.7
33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
34	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.7
47	.....	.....	.....	.....	1§	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.7
Total	3	5	5	9	28	6	40	3	1	11	12	1	3	4	6	2	1	140	99.1

* And grade 1.
† And grades 1-3.
§ And grades 7-8.
‡ And grades K-3.

TABLE XVII

NUMBER OF CHILDREN IN BALTIMORE'S PUBLIC SCHOOLS WHO ARE HOUSED IN VARIOUS KINDS OF MAKESHIFT CLASSROOMS AND THE NUMBER WHO ARE ATTENDING HALF TIME AND FOR SHORT DAY TIME

Elementary and junior high schools for white children

NUMBER AND NAME OF THE SCHOOLS	NUMBER OF CHILDREN ATTENDING SCHOOL					Number of children on half time	Number of children on short day time
	In portables	In rented annexes, as stores, churches, etc.	In annexes owned by the Board of Education	In corridors, auditoriums, teachers' rooms, etc.	In other temporary quarters		
2. Captain Almeda						49	182
3. William Patterson						135	
6. William Fell				43			
9. Alicia Crossland						32	14
10. James McHenry						90	
11. John Stricker						36	
13. Tench Tilghman		190				199	
16. Henry Stevenson						33	
19. Samuel Chase	51						33
20. Robert Eden							133
23. Wolfe				21		71	
24 and 38. Canton and Chesapeake	361		190	86		86	
34. Barrister Charles Carroll							169
37. Patrick Henry						49	48
40. Florence Nightingale					73		
43. Dolly Madison			40				
50. Clifton School		131		14		70	96
51. Waverly School				39		159	
52. William Rinehart				33			
53. Margaret Brent				168			
55. Hampden School	90	47		82		60	
56. Mount Vernon		175					
57. Horace Abbott		82					
58. Woodberry School		141					
59. Louisa M. Alcott				20			
60. Druid School						68	
62. Smallwood School	45	33		19		86	
63. Walbrook School	92			160		154	
64. Liberty School	89	40		151			408
65. Alexander Hamilton	410			50		496	
67. Frederick School	72			39			39
68. Betsy Ross	85			629		145	40
76. Francis Scott Key	289	191			301		
78. Robert Fulton	45						
79. Lafayette School		88					
80. Chevalier D'Animour	283						
81. Robert Morris				48			
84. Thomas Johnson				17			
86. Abraham Lincoln						291	

TABLE XVII—Continued

NUMBER OF CHILDREN IN BALTIMORE'S PUBLIC SCHOOLS WHO ARE HOUSED IN VARIOUS KINDS OF MAKESHIFT CLASSROOMS AND THE NUMBER WHO ARE ATTENDING HALF TIME AND FOR SHORT DAY TIME

Elementary and junior high schools for white children

NUMBER AND NAME OF THE SCHOOLS	NUMBER OF CHILDREN ATTENDING SCHOOL					Number of children on half time	Number of children on short day time
	In portables	In rented annexes, as stores, churches, etc.	In annexes owned by the Board of Education	In corridors, auditoriums, teachers' rooms, etc.	In other temporary quarters		
93. Charles Carroll of Carrollton			194		30		
97. Baron von Steuben		332					81
99. Columbus School						211	
201. Arlington	96						
202. Athol Terrace						8	
203. Brooklyn							98
204. Canton School No. 1					98	111	
205. Canton Kindergarten No. 1		62					
206. Canton Kindergatren No. 3		75					
207. Canton School No. 5	342						
208. Curtis Bay							108
211. Gardenville	96			16			
212. Garrett Heights	82		239			79	160
213. Govans School				67			
215. Highlandtown		104		96			
216. Highlandtown Kindergarten		100					
218. Howard Park				65			
220. Morrell Park							72
223. Pimlico	392			90			
224. Roland Park				32			
225. Westport	66				118		
226. Violetville	37		22				
227. St. Helena				30			
Total elementary	3,023	1,791	685	2,015	620	2,718	1,681
City College		852		291			
Polytechnic Institute							2,022
Carroll Vocational			77				
Total high school		852	77	291			2,022

TABLE XVII—Concluded

NUMBER OF CHILDREN IN BALTIMORE'S PUBLIC SCHOOLS WHO ARE HOUSED IN VARIOUS KINDS OF MAKESHIFT CLASSROOMS AND THE NUMBER WHO ARE ATTENDING HALF TIME AND FOR SHORT DAY TIME

Elementary and junior high schools for colored children

NUMBER AND NAME OF THE SCHOOLS	NUMBER OF CHILDREN ATTENDING SCHOOL					Number of children on half time	Number of children on short day time
	In portables	In rented annexes, as stores, churches, etc.	In annexes owned by the Board of Education	In corridors, auditoriums, teachers' rooms, etc.	In other temporary quarters		
100. Frederick Douglas						498	
102. School No. 102						98	
106. Booker T. Washington			570				
107. School No. 107		230				230	
109. School No. 109	24	48				55	
110. School No. 110						417	
112. Robert Browne Elliott	159	724				544	876
113. Benjamin Banneker	266					226	253
115. School No. 115	77						
118. School No. 118						189	
327. Arlington		53					
328. Brooklyn		29					
329. Canton		26					
330. Fairfield				33			
331. Lauraville		55					
333. Roland Park	149					40	
334. Mt. Washington	35		1				
335. Morrell Park		73					
Total elementary	710	1,238	571	33		2,297	1,129
Colored high school	171	457	468	28			

Grand total for white children	15,775
Grand total for colored children	7,102
Total	22,877

Another impression of the inadequacy of the building structures may be gleaned from Table XVII, where are listed the numbers of children housed in makeshift annexes, such as stores, churches and the like; in portables, which, in some instances, cover most of former playgrounds, and in temporary classrooms, in corridors, teachers' rooms, and other places which were planned for other essential school activities. Nearly 4,000 children from 27 schools are housed in portables. These frame structures should be considered merely as temporary, since their accommodations are extremely limited. Altogether too large a number are thus housed in Baltimore, though in some instances

the classrooms of portables are to be preferred to the highly undesirable classrooms of the main buildings to which they are annexed. Approximately 4,500 children are being housed in rented annexes, such as stores, churches, former saloons, residences and the like. These makeshifts are of an extremely poor type. All facilities, including such important ones as heating, lighting, ventilating and toilet systems, are neglected to an extreme degree. Such structures, of which there are twenty-five, are among the first ones to be discarded in the program of reconstruction. Nearly 2,500 children in 28 school buildings are housed in temporary classrooms, in corridors, auditoriums, teachers' rooms, cloakrooms, and similar unsuitable places, thus limiting the efficiency of those buildings, and adding handicaps in lighting, seating, equipment and the passage of children about the building.

The 5,000 children on half-time in 32 schools and the 2,800 children on short-time in 19 schools, together with the children housed in temporary structures, make a total of 13,000 children who will need to have better provisions made for them, in addition to those children who are housed in the school buildings which have been scored below 400 points.

Illustrations Nos. 1 and 10 to 17, inclusive, show the wide variation in structural conditions in the Baltimore schools. In Illustrations Nos. 1, 10, 11 and 12 may be seen buildings built within the last two decades. In these buildings have been incorporated many of the splendid features of modern school planning. The variation found in many items of construction points, however, to the need for adopting definite standards.

It will be noted that these four buildings vary in height, in provision for lighting, in style of exits, and in their location on their sites. Wherever the size and shape of the site permit, open types of buildings in T, E, or U shapes are found to adapt themselves more readily to school purposes than the rectangular or square type, which prevails even among most recent buildings in Baltimore. When buildings are being planned in sections which are not congested, it is wise not to provide more than two stories above the basement story. Most of the newer buildings in Baltimore have been wisely planned with respect to their basements in that the basement floors or ground floors have been placed at ground levels. The number of elementary school buildings in Baltimore of varying story heights appears in Table XVIII.

The total of thirty-two buildings above two stories in height is much too large, considering that the majority of these buildings are not strictly fireproof and do not provide adequate exits.

TABLE XVIII

HEIGHT OF ELEMENTARY SCHOOL BUILDINGS ABOVE BASEMENT (INCLUDING JUNIOR HIGH SCHOOLS)

NUMBER OF STORIES	NUMBER OF BUILDINGS*		
	For white children	For colored children	Total
1	14	7	21
2	79	16	95
3	24	2	26
4	5	1	6
Total	122	26	148

* Includes annexes and branch schools.

Sunlight should be permitted to enter all classrooms which are used for school purposes. In order to do this, the buildings should be so placed on their sites that classrooms should face east and west or southeast and southwest, rather than directly north and south. In many instances, Baltimore's new schools have not been placed with due regard to this element of orientation. This is clear from Table XIX, which shows the exposure in the classrooms of 50 elementary schools. A larger percentage of these classrooms faces north than will be found facing any other direction, with the exception of west. It should be borne in mind that north is the most undesirable orientation.

TABLE XIX.

EXPOSURE OF CLASSROOMS IN FIFTY ELEMENTARY SCHOOLS

ROOMS FACING	S. E.	E.	S. W.	W.	S.	N. E.	N.	N. W.	Total
Number of classrooms....	98	114	97	174	137	77	141	89	927
Per cent of classrooms....	10.5	12.3	10.5	18.8	14.8	8.3	15.2	9.6	100.0

In Illustration No. 1 will be found one of the most substantial and pleasing of the newer Baltimore buildings. This building has been placed on its site so as to break up the inadequate playground into three smaller playgrounds. It has been made a three-story building above the basement, with auditorium in the basement. The difficulties encountered in thus locating an auditorium will be evident from Illustration No. 56. The low ceiling,

ILLUSTRATION NO. 11

The relatively new No. 64 School building. The exterior stairway open to the weather, the small windows in the ends of the classrooms which teachers or children must face, and the improper placement of the side windows are unsatisfactory elements of this building.

the bulky pillars and the poor natural lighting of this auditorium are inevitable results of the basement placement of the auditorium. This building also carries classrooms on the third floor above the basement. It is questionable whether such a practice should be continued in the erection of future buildings where larger sites can be secured for school purposes, as might have been done in this case.

In Illustration No. 10 may be seen a building which conforms to a greater degree to the standards of window placement, height, exits, and orientation.

Illustration No. 11 shows a building of desirable height, but with a poorly planned exit, together with the ill-advised placement of windows at the ends of classrooms.

The Paul Lawrence Dunbar building shown in Illustration No. 12 features particularly the splendid lighting of the central corridors and the

unilateral lighting of classrooms. This building is three stories high above the basement and is placed as well as it could be on its inadequate site.

In Illustration No. 13 will be seen the three school buildings of one school center where practically all elements of placement, type of building, natural lighting, orientation and exit construction fail to conform to desirable standards. These three buildings are so spread over the entire site as to reduce

ILLUSTRATION NO. 12

One of the superior buildings for colored children—with many commendable features. The site of such a building should be a full square and the building should be planned for extensions. Note the annex to the rear.

to a minimum the available playground space. The care of maintaining and operating these plants has been increased to a maximum, since there are thirteen furnaces and one boiler provided for this plant, while the division of supervisory and administrative control, due to the separate building structures, has been made necessary to such a degree as to hinder the proper classification of children.

The facts brought to light in Illustration No. 14 of Junior High School No. 80 are sufficient reasons for the condemnation of this structure as a school building. The building structure is in a bad state of repair, the internal structure is very poorly arranged for the passing of classes and for permitting of rapid exit of all children from the building. Playgrounds are almost entirely lacking for the 850 children attending this school building and noisy streets add to the confusion of overcrowding in the classrooms. Illustration No. 14 may be considered as representative of several other similar situations.

ILLUSTRATION NO. 13

Where the failure to develop a school building program has resulted in three inadequate buildings on one site. Thirteen furnaces and one boiler are provided to heat these buildings.

ILLUSTRATION NO. 14

Schoolhouse or Warehouse, Which?

The playgrounds for 1,142 children are shown here. Poorly lighted, poorly planned, with limited facilities, the Chevalier D'Animour Junior High School should be replaced by an adequately equipped structure.

ILLUSTRATION NO. 15

School Building No. 26 is typical of many of the "old timers." It has served its purpose and should be discarded. The building has too few classrooms to be utilized economically from an educational viewpoint.

Schoolhouses which are crowded in between other structures as shown in Illustration No. 15, representing School No. 26, have little to commend them on placement and orientation. The conditions surrounding School No. 26 are repeated for many other buildings. An old building with defective stairways, inadequate lighting, a complete lack of corridors, practically no playgrounds and with poor service facilities, this building is a sample of many which ought to be replaced at the earliest possible moment with modern structures which provide adequately for children.

In Illustrations Nos. 16 and 17 may be seen samples of the poorest type of building structures which are today being utilized by Baltimore for school purposes. These buildings are both annexes of School No. 112 and are types which should be abandoned in the very beginning of the school building program which is being advanced. The location of school children in buildings which present a maximum of fire hazard is, under no circumstances, to be considered advisable. The paint signs in Illustration No. 16 are sufficient to condemn placing as many as 275 children in congested quarters with such inadequate exits as are provided in this case. Baltimore, at least, should compel the removal of all paints, varnishes, oils, greases and similar combustible materials from the store of this building before compelling children to attend school in the two upper stories. The shop annex of No. 112, shown in Illustration No. 17, provides for the safety of children to a greater degree than is provided in many other annexes in Baltimore. This building, however, is distinctly a factory building and its use will be discontinued at an early date.

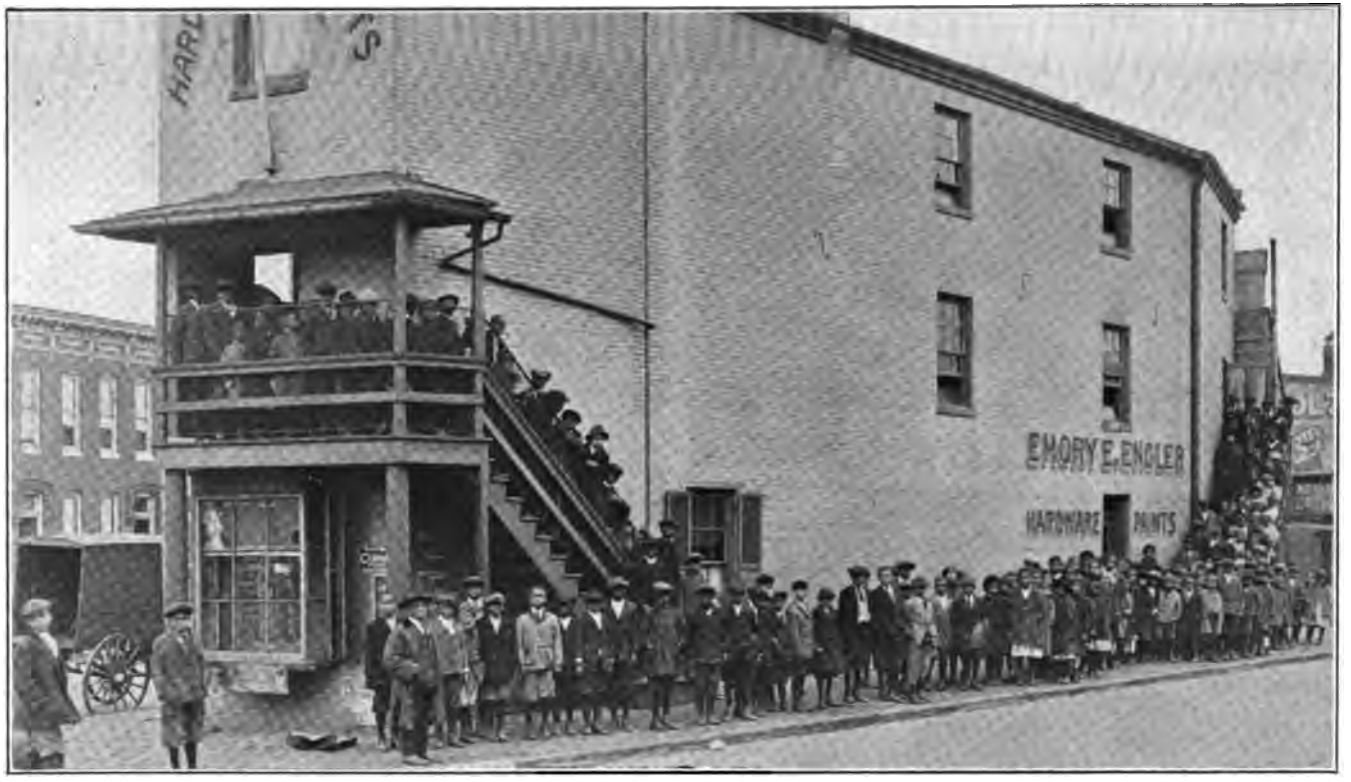


ILLUSTRATION NO. 16

No emergency should cause the housing of 215 children over a paint store. Dark congested rooms containing hot unprotected stoves add to the danger in this annex to School No. 112.

Entrances to School Buildings

In the planning of school buildings, special attention should be paid the location and construction of the entrances to the building. Entrances should have as few steps as possible and such steps should not be exposed to the weather. In other words, street level entrances are far superior to any other kind, since they provide for ready exit from the building with a minimum of hazard.

ILLUSTRATION NO. 17

The shop building used temporarily as an annex to School No. 112. The 300 colored children who are housed here under undesirable conditions will soon be cared for in a modern structure, according to present plans.

The failure to standardize Baltimore school construction on such a detail as stairways is clearly shown in the following examples:

In Illustration No. 1 are shown the entrances of a new school building with outside stairways both for the main and secondary entrances. The main entrance should have straight approaches, rather than winding stairs, dangerous under any conditions, but particularly when exposed to the weather.

In Illustration No. 10 both side and main entrances are shown at ground levels and adequately protected. Thus the standards for entrances are met in this building.

In the relatively modern School No. 64, in Illustration No. 11, the faults of the entrances in many of the old buildings are unnecessarily duplicated. At the end of this building are shown two wooden outside stairways at

right angles to the avenue of exit. This construction is particularly unfortunate, as this right angle exit is located at the foot of the one-flight stairway from the second floor shown in Illustration No. 20.

The building on the left in Illustration No. 13 has a type of exit which is found frequently in the older schools of the city. This exit is particularly dangerous, as the doors open directly from the inside floor levels upon a flight of stairs, which have also the right angle turn.

In Illustration No. 18 may be seen two very typical entrances to Baltimore schools. In case of the exit at the left, children passing from the second floor are required to make three exceedingly sharp turns, the last turn being made directly upon an unprotected flight of stairs. The flight of stairs to the right in this picture is too steep, is approached too abruptly from the floor levels, is unprotected and in too close proximity to the other stairway. Another very evident fault in the location of these exits is that they concentrate children at one corner of the building, which may be extremely undesirable in the event of fire at that end of the building. The outer doors in this case, as in the case of many schools in Baltimore, are not provided, as is shown, with the proper checks and panic bolts. Indeed, instead of the panic bolt which permits of the opening of the door by children when they throw their weight against the door, the ordinary sliding bolt is very commonly found. This bolt frequently cannot be operated by small children and is very frequently locked during school hours. The doors in this illustration have not been provided with the proper catches for holding the doors open when children are passing. In many cases, catches have been broken and have not been replaced. This illustration gives an instance of this.

Internal Structure of School Buildings

Fireproof stairwells should be incorporated as a part of the construction for all new school buildings in Baltimore. Such stairwells, advantageously located and separated from corridors and classrooms by highly fire-resistive partitions, will displace the ordinary stairways, as well as exterior exposed fire-escapes.

ILLUSTRATION NO. 18

Entrances to Chevalier D'Animour School

Little thought has been given the convenience and safety of children in the planning of exits. Panic door bolts are not installed in hundreds of cases, door checks are lacking or broken, right angle turns at exits are frequent and steep stairs are common.

Illustrations Nos. 19 and 20 show the main stairway and one of the side stairways in school building No. 64, built in 1906. These stairways have been built directly contrary to most of the standards for stairways which have been conceded during the past twenty years as necessary for the protection of children. Neither of these stairways is cut off from the corridor so as to prevent smoke from entering the exits. The main stairway is so contructed as to permit of a maximum of fire draft.

The secondary stairway of Illustration No. 20 is made of wood and is entirely open. It will be noted that the passage of children down this stairway will be obstructed by the open door of the classroom at the foot of the stairway. This open door will practically shut off the outside exit. Such constructional oversights should have been checked in the building plans.

ILLUSTRATION No. 19.

Modern stairways in schools are built so as to cut off fire drafts. In the recently built No. 64 School a maximum of fire draft is possible and the many stairways are not partitioned off from the corridors as should have been done.

ILLUSTRATION No. 20.

Note how the classroom door when opened will cut off passageway for some of the children coming down this stairway in School No. 64. Such a long single flight of stairs should never have been placed in this modern building, nor should it have been made of wood.

Illustration No. 21 shows the highly hazardous stairway construction of the Lafayette Junior High School. In this case, one stairway has been piled upon another in such a way that in times of panic, the group of children coming from the second floor will run at right angles to the group passing from the first floor. This stairway has the additional fault of being provided with ineffective artificial light and with inadequate natural light, with stairway rails through and over which children would force themselves in case of panic, and with an exceedingly dangerous and confusing outside exit directly in front of these stairs. There is little about the Lafayette building to commend it and the situation pictured is but one of the many undesirable features of this building.

Twenty-three steps in one long flight, as shown in Illustration No. 22 of school building No. 93, present the possibility of injury to many children, should one child fall in time of hurried passing. This stairway is the best stairway in this building from the second floor to the outside. The treads are so worn that nails protrude. These projections, together with the abbreviated platform in the center of the stairway, add to the danger. Stairways, similar to this and as dangerous as this, are frequently found in the Baltimore schools.

Since it is necessary in Baltimore to build school buildings of more than one story, the stairways, which are the only means of communication from second and third floors to the ground levels, should be so constructed and arranged that children occupying the second and third floors are provided with every possibility of passage without danger to life or limb. Baltimore's program of rehabilitation of its schools should include the alteration of many of its stairways.

ILLUSTRATION No. 21.

All exit hazards should be eliminated as part of the present building program. Words cannot condemn too severely the conditions in the Lafayette Junior High School pictured above.

ILLUSTRATION No. 22.

One of the three dangerous stairways of the Charles Carroll of Carrollton School. Twenty-three steps with nails protruding from the worn treads. No artificial light. Paint peeling from the walls is a common sight in the Baltimore schools.

The Corridors of School Buildings

In Baltimore's schools, the widest range prevails in the character of the corridors of the buildings. Evidently, at one time in the planning of the school buildings of Baltimore, it was thought that corridors were unnecessary; that children might pass to different parts of the building through classrooms. At all times, there is an objection to children passing indiscriminately through classrooms. Especially is this true when classes are in session. In cases of confusion, such an arrangement produces a maximum of hazard. The following illustrations show typical corridors for Baltimore.

ILLUSTRATION NO. 23

A refreshing corridor in the well planned new No. 22 building. Ample width, excellent floor, light colored walls, drinking fountains and good artificial and natural lighting are among the commendable features.

Unfortunately, the well arranged adequate corridor for Washington School, as shown in Illustration No. 23, is found in only a very few instances. This corridor has these splendid characteristics; it is amply wide for the passage of classes; it is entirely free from objectionable obstructions; it is entered directly from all classrooms; it is well lighted, both artificially and naturally; and it permits of easy control and supervision of classes as they pass from one part of the building to another.

The antithesis of this situation is shown in Illustration No. 24, where four classrooms meet at one point. Here, as in a large number of other buildings, children must disturb other classes, in order to pass from one part of the building to another. The doors in such entrances frequently open into classrooms, which add to the difficulties in passing. It is impossible, without a maximum of effort on the part of the teacher, to prevent confusion at any time, when one or more classes are moving.

When school buildings are planned, architects, as a rule, do not provide too many exits. It seems, therefore, very unwise to cut off exits by utilizing the ends of corridors for classrooms, as was done in Illustration No. 25, in School No. 63. This, no doubt, is merely an emergency classroom and its use will be discontinued at a very early date.

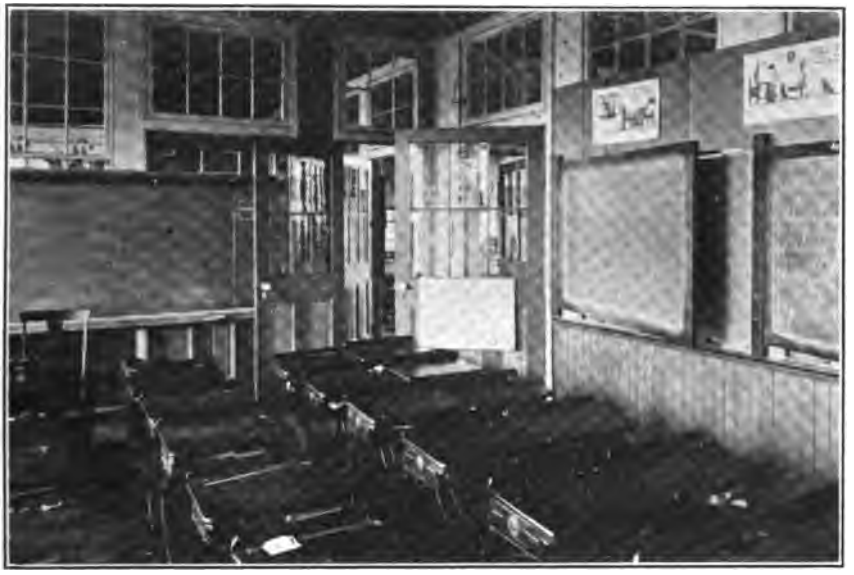


ILLUSTRATION NO. 24

Confusion results in classrooms where corridors are omitted, as has been done in many Baltimore schools. This is a sample of the meeting point of four classrooms in School No. 21. The four doors open into the classrooms. One door cannot be opened its full width even though the two rows of desks have been joined. Imagine children passing with safety in time of excitement.

Passageways, similar to the one shown in Illustration No. 26, are frequently found in the elementary schools. The handrails of a stairway are covered with cloaks, which frequently fall upon the stairs and tend to clog passage. The classroom at the left is one which has been temporarily placed at the end of the corridor, making exit through this or its adjoining classroom necessary for children passing down this stairway.

Illustrations Nos. 27 and 28 point out the need for corridors at least 10 to 12 feet wide, with stairways so located as to permit of ease of circulation through the building. These two groups of children were pictured as they were passing at the end of class periods. They are massed more than would be normally the case, since they were all halted in order to have the picture taken. The crowding here shown illustrates how congested the corridors may become, in case of danger when any one passageway is blocked.

In Illustration No. 28, the placement of cloakroom booths in the corridors has added to the problems of control and materially decreased the corridor space.

ILLUSTRATION NO. 25

In School No. 63, this end of a corridor leading to a stairway on the right has been blocked by erecting a partition and creating a classroom. Passage to this stairway can now be gained only through one of the classrooms. Note the inadequate provision for wraps.

ILLUSTRATION NO. 26

The stairway end of the corridor classroom shown in Illustration No. 25. At least two classes may need to use this stairway, the handrails of which are overhung with the children's clothing.

The Basements of School Buildings

In the newer buildings in Baltimore, provision is being made for the utilization of basements. In order to do this, basement floors are being placed not more than two or three feet below ground level and the basement rooms are being as well finished and lighted as the rooms of the floors above. This is a very desirable practice and should be continued in new buildings. In the older Baltimore buildings, the basements have been sunk four to eight feet below ground level and have been little utilized, except for the storage of fuel and for heating purposes. Because cement floors have not been laid, many basements are, at certain times of the year, exceedingly damp and, in some cases, water rises above the floor levels, making the situation extremely unhealthful for the children in the classrooms above. Part of the program of rehabilitation must include the complete renovation of basements, the placement of cement floors, the setting aside of basement space for purposes of play and the elimination of accumulations of broken-down and outworn equipment from the basement.

In the case of those schools where it will be impossible to provide adequate outside play space for children, the effort should be made to use basement space to a maximum degree. This will require, in many instances, better lighting provisions, both natural and artificial, ceiling the exposed joists, isolating and protecting the heating plants and fuel rooms, providing better stairways to the basement, as well as outside exits, and painting the rooms set aside for play purposes.

The Color Scheme of Corridors and Stairways

In a few of the more recently constructed buildings, attention has been given to the color scheme of the corridors, stairways and rooms.

Illustration No. 23 shows a desirable standard of decoration. In only a few instances are the walls as well cared for as is shown in this illustration.

Illustration No. 22 shows a condition of the walls which is much more typical of the school buildings of Baltimore than the one just described.

A great majority of the buildings are in dire need of immediate redecoration for walls and ceilings. Very little attention has been given to adjusting the color of the interior decoration to light conditions. Some of the corridors are finished in a deep shade of green or dark green. In redecorating these corridors, attention should be given to this item and the color adjusted to the actual conditions of each building. Weather-stained walls, walls carrying the dust and dirt accumulations of years, walls that are cracked and have the plaster falling, not only represent a very undesirable condition from the standpoint of building upkeep, but present an environment in which it is almost impossible to teach desirable ideals and respect for public property. The gloomy walls of Illustrations Nos. 27 and 28 have their effect traced in the character and conduct of the children who are housed in these buildings.

ILLUSTRATION NO. 27

Showing how congested the narrow corridors of the Chevalier D'Animour Junior High School may become near the exits. These children were halted in their passage between class periods.

ILLUSTRATION NO. 28

School Building No. 40 is no better fitted to house a Junior High School than a High School for which it was formerly used. This picture of the children using one corridor at class-passing time shows the burden even now being placed upon this structure.

SERVICE SYSTEMS
(Item III Strayer-Engelhardt Score Card)

HEATING AND LIGHTING

School buildings must be properly heated and ventilated, not only that children may be kept warm and comfortable, but because it is essential to efficient work in school and to proper care of the health of the children. It is now known that a room that is too cold or too warm or filled with vitiated air, or objectionable odors, is not conducive to effective school work on the part of teacher or pupils. It is also now known that susceptibility of children to contagious diseases, to colds, and bronchial troubles increases during school hours from the very great difference in temperature and humidity between the classroom and the air out-of-doors.

When the child goes from a room overheated to 75 or more degrees, with a humidity of 25 per cent. or less, to a playground where the temperature is 50 and the humidity above 80, the change is a very severe one and, when repeated a number of times during the day, causes a severe strain of adjustment.

Within the last twenty years, much advance has been made in providing adequate heat and ventilation and in the automatic control of these elements. Authorities in this field now recognize that for large school buildings the split system of heating and ventilating is most advantageous and most economical. Under this scheme direct radiators are located within the rooms to be heated, while the supply of air is provided to the rooms through a mechanical system of ventilation. This system, properly installed, makes possible the supplying to every room of fresh air, warmed to the desirable temperature of 68 degrees Fahrenheit, with a humidity of 50 per cent. to 60 per cent. and free from dust and odors. To insure the last of these items, the air supply should be taken from out of doors at a height above the ground level, sufficient to secure a minimum of dust and dirt. The air intake must be large enough to supply 2,000 cubic feet of fresh air per pupil per hour. This supply cannot be insured by any gravity system or the periodic opening of windows where the air movement is dependent upon the variable differences of temperature between the rooms and out-of-doors.

Systems of heating should be equipped with thermostatic controls which are kept in perfect working order and periodically checked by the teachers and engineers to see that the temperature is regulated. Thermostatic control is not only a safeguard to the health of the children, but it is economical in saving valuable time of the teacher.

The provisions for heating the schools of Baltimore vary from the old fashioned jacketed coal stove located in the classroom to the ideal scheme mentioned above. In 20 Baltimore schools the classrooms are heated with a coal stove as shown in Illustrations Nos. 41, 45 and 46. This does not include the temporary portables which in most cases are heated in this way.

In 53 schools, hot-air furnaces constitute the major provision for heating, though, in some cases, these are supplemented with steam or hot-water boilers. In 65 of the schools steam boilers provide the heat. In most cases teachers and principals report that buildings are adequately heated, though in many cases members of the Survey Commission reported very greatly overheated classrooms and greatly overheated buildings. Irregular heating is an almost invariable result of the furnace method of heating. It hourly exposes children to radical changes in temperature and humidity which result disastrously.

It goes without argument that the coal stove should be eliminated from the Baltimore classrooms as part of the program of alteration. The coal stove has long been eliminated from most school systems. It provides no way of heating the corridors; the floors of the first story are cold since there is no heat in the basement; the heat in the room is too great near the stove, and too little in the far corners; the air is dried; the feeding of the stove is dirty and noisy; the stove itself is unsightly and requires space needed for other purposes and the labor involved in carrying fuel and ashes is arduous and costly in time.

The furnace system of heating for school buildings has been pointed out as objectionable because of the variation in heat during the school day. This is but one of the many objectionable elements which are attached to the use of the hot-air furnace in schools. In such furnaces the air will not readily pass along horizontal ducts to classrooms remote from the furnace. As a consequence only the four or six rooms directly over the furnace may be heated, and in larger buildings, such as are imperative and desirable in large cities, it becomes necessary to install furnaces under all parts of the building. Some buildings require as many as eight or ten separate plants to heat the buildings. The waste of valuable basement space which could be turned to a much more useful purpose, as shops or playrooms; the costly labor of conveying fuel to all of the furnaces and ashes away from them; the upkeep and replacement on many furnaces rather than one; the fire risk and the difficulty of temperature control are all arguments against continuing such heating systems in use. If all these objections could be obviated, the final result would still be a form of heated air not as healthful and desirable as that resulting from the more modern steam heating systems. Yet, more than fifty of Baltimore's schools are depending upon hot-air furnaces for their heat.

In School No. 72 there are to be found one boiler and five furnaces. One of these furnaces and the boiler are shown in Illustration No. 29. The janitor reports that in this case it would be possible to heat the entire building with one additional steam boiler. The multiplicity of furnaces in the school plant at Hollins and Monroe Streets shows the fallacy of heating through the hot-air method. In these three buildings thirteen furnaces and one boiler provide the heat for 1,700 children. Two of these small furnaces are shown in Illustration No. 30.

ILLUSTRATION NO. 29

The one boiler, and at the left one of the five furnaces which provide the heat for No. 72 School. The janitor reports that two boilers of the size shown here would be adequate. Fireproof fuel bins and fireproof boiler pits are not found in many of Baltimore's buildings.

ILLUSTRATION NO. 30

Showing two of the five furnaces of this 16-room school (School No. 30). Note the great waste of basement due to poor planning of the building. These ducts when overheated are in too close proximity to the unprotected joists. The inadequate small square of tin over the furnace is the typical amount of protection from fire in Baltimore's schools.

In some schools there are found dampers in each room by which teachers can shut off the supply of heat. This is better than no control, but is objectionable in that a closing off of the heat would be also a shutting out of any fresh air through this channel. The ideal control of the heating plant is through an automatic regulator which properly tempers the air entering a room but does not change its volume.

One of the objections to the hot-air furnace system mentioned above, which cannot be too strongly emphasized, is that the fire risk is greatly enhanced because there are several heating plants with their danger possibilities to be safeguarded and watched, instead of one. It also multiplies, by the number of furnaces, the necessary fire protection in the form of fireproof enclosures with automatic closing doors for the furnace and fuel rooms. Most of the schools in Baltimore have the overhead joists of rough lumber, either unprotected or very slightly protected by a small square of tin directly above the furnace. In some cases, smoke flues and hot-air ducts are in actual contact or dangerously near these unprotected joists. An example of this may be seen in Illustration No. 30.

In a few instances schools are provided with hot-water heating systems. While this system is much preferable to the hot-air furnace, it has been found to be much less desirable for school purposes than the steam boiler.

A few of the newest buildings have modern heating and ventilating plants. The air heated by passing over steam coils is mechanically forced through the rooms by means of fans. In some instances these modern plants are not equipped with thermostats so that temperature control is made automatic.

In a number of new schools the only source of fresh air is by way of the windows. In such cases window boards are often not provided so as to prevent drafts upon the pupils' heads. Where furnaces are provided for heating, little provision is made for ventilating, and where steam and hot water are provided without the ventilating fan, the condition of the classrooms becomes intolerable at times.

An idea of the variety of heating systems used in Baltimore and the large number of the undesirable types still in use may be obtained from Table XX.

TABLE XX

DATA CONCERNING THE METHODS OF HEATING AND THE PROVISION FOR FIRE PROTECTION IN THE SCHOOLS OF BALTIMORE

SCHOOLS	METHODS OF HEATING																	FIRE PROTECTION				
	Steam boilers	Steam boiler and furnace	HOT AIR FURNACES: Number buildings having various numbers of furnaces											Furnaces and stoves	Stoves	THERMOSTATIC CONTROL		Stairwell	Steel fire escape	Wood fire escape	No. fire escapes	Equipped with panic bolts
			1	2	3	4	5	6	7	8	9	10	Total			With	Without					
Elementary and junior high schools ..	65	7	1	0	2	9	11	7	3	1	1	1	46*	5	17	8	106	1	3	29	83	19
Colored elementary and junior high schools.....	2	.....	0	0	0	2	0	1	2	0	0	0	5	1	15	1	23	.....	1	8	17	2
White secondary	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	1	1	1	.....	3	2
Colored secondary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1	.....	1	.....	.....	1	.....	.....
Total.....	71	7	1	0	2	11	11	8	5	1	1	1	52	7	33	12	131	2	5	38	103	23

* This total includes 10 buildings known to be heated by furnaces, the number of which was not counted.

The program for the heating and ventilating of schools in Baltimore should consist of the establishment of a standard heating and ventilating scheme conforming to the best modern knowledge and the installation of such plants in all new buildings with the gradual replacement of undesirable and antiquated systems of heating school buildings by this modern standard whenever the old heating plants are no longer usable. In the establishment of standards for a new heating plant, such defects as have been brought to light in the recently installed heating and ventilating plants in the Baltimore schools will, of course, be eliminated. In other words, air intakes will be placed at second floor or roof levels. Plenum chambers will be made dirt and dustproof and fans will be operated by electric motors rather than by steam engines requiring a much higher pressure of steam than is required for heating purposes.

Fire Protection System

The first consideration in the planning of school buildings should be the possibilities for rapid exit of children in case of danger. The second consideration is the preservation of the building structure. The financial investment of the community can only be safeguarded by the erection of buildings which are of highly fire-resistive construction. The school program of children will also be interfered with to a less degree when the permanence of the building structure is insured. Only during the last fifteen or twenty years has proper consideration been given to the fireproof character of school building construction. A number of school fires which have been very disastrous in terms of interruptions in the community's educational program and in some cases in the appalling loss of children's lives has awakened the nation to the need for the utmost of permanence in the character of school building construction.

Unfortunately, more than half of Baltimore's school buildings have been erected previous to this period. In a number of instances the attempt has been made to offset the flimsy character of the school building construction by adding additional exits or by building fire escapes. When the program for adding fire escapes to the older buildings was inaugurated, the entire problem of the type, nature, and installation of the fire escapes should have been given careful study, and standards should have been evolved which would have made impossible the present unsatisfactory fire escapes to be found attached to Baltimore schools.

In some buildings even of three stories where fire escapes are urgently needed, no provision has been made. In other buildings open wooden outside stairways have been added. In other cases wooden enclosed flying buttress types of exits have been provided, while in one case steel and concrete fire corridors have been added on the exterior of a school building.

As has already been pointed out, fire danger lurks to a maximum degree in the Baltimore schools. Unprotected ceiling joists in overheated

basements, accumulations of combustible material stored about wooden partitions, unprotected electric wiring, the location of classrooms above a paint shop, and the very close proximity to the school buildings of fire traps from which fire would spread with tremendous rapidity, all tend to indicate the imminence of disaster to Baltimore school children. Stairways planned without regard to the safety and convenience of children, and exits located without reference to the possibility of rapid emptying of buildings add without limit to the dangers.

ILLUSTRATION NO. 31

The younger children in an elementary school should not be housed on the upper floors. These tots were frightened on this open wooden stairway. This stairway takes little from the curse of the ill-planhed stairways of the interior of this building (School No. 32).

Illustrations Nos. 31 and 36, inclusive, point out some of the inadequacies of the fire escape facilities which have been provided to date.

In Illustration No. 31 a wooden outside stairway is shown as attached to Guilford School No. 32. The children occupying the two rooms opening upon the fire escape are shown passing out. Unfortunately, in this school building the younger children have been placed on the second floor. Such a procedure is directly contrary to common practice. These children have not been trained to pass down this fire escape. In a number of instances they approached the fire escapes with evident fear. The windows underneath the fire escapes are not protected with wire glass so that if the fire started underneath these rear classrooms, this passage would probably be cut off entirely for these children. The heating plant is located directly

underneath the rear classrooms. The front stairway in this building is as dangerous a stairway as can be found in any school building. In other words, these small children in this school building have not been insured a maximum of protection. The parents of these children may feel relieved only when the children grow to be old enough to be housed on the first floor.

ILLUSTRATION NO. 32

A typical wooden fire exit overshadowing classroom windows The iron fire-escape between the two buildings of School No. 93 does not extend lower than the second floor. These buildings are fire-traps of the worst kind.

In Illustration No. 32 are seen two types of fires escapes provided on the extremely antiquated and totally unfit school building structures of No. 93 school. The original structure is on the left and the picture also shows the ancient mansion on the right which, unfortunately, is at present being utilized for school purposes. The wooden fire escape has the one advantage of getting the children away from the building as they pass out. It, however, is surrounded by windows which are not provided with wire glass. It also overshadows classrooms below. Since it empties into a narrow enclosed court, children may be driven directly into the danger zone. The second fire escape in this picture reaches from the second to the third floor and connects these two fire traps. Children entering upon these fire escapes for exit have no alternative but to drop a story to the brick pavement below. Such provisions as are made in this school for fire exit are evidence of the need of a worthwhile standard.

Illustration No. 34 shows children passing down the wooden enclosed fire escape of School No. 45. This fire escape adjoins a non-fireproof building. The door at the bottom of this fire escape could be opened only with difficulty by the members of the Survey Commission. It is questionable whether children could have opened the door at the time. The entrance into the fire escape is partially blocked since, as shown in the illustration, only one of the double doors could be opened by hand at the time the picture was taken.

The basement of this school building is kept suffocatingly hot. In other words, fire danger seems constantly present. A group of forty or fifty children passing down this fire escape might be imprisoned because of the inability of the leaders to open the bottom door. The possibility of escape for most of these children would be exceedingly slight.

One of the two very expensive, poorly conceived, and entirely inadequate fire corridors of School Building No. 30 is shown in Illustration No. 33. This steel, glass, and concrete fire corridor runs the length of the building and empties into a non-fireproof tower which has wooden stairways. These corridors, for there is one on each side of the building, are so built as to cut off a very large percentage of the natural lighting which ought to be available for classrooms. It not only seriously interrupts the lighting of classrooms on the second floor, but also overhangs in such a way as to overshadow all first floor classrooms. Such an expensive construction with so few desirable features and so many undesirable features should never have been permitted.

Illustrations Nos. 35 and 36 should be studied together. These pictures were taken in School Building No. 81 which houses 700 to 800 pupils. These hundreds of children are continuously exposed to every conceivable fire danger. Unprotected gas jets and a non-fireproof basement are to be found here, yet this building has not even a *wooden* fire escape.

The wooden stairway shown in Illustration No. 36 may be the only exit in case of danger for all of the children who are pictured in the corridor on the top floor of this building as shown in Illustration No. 35. To add to the difficulties of passage the narrow corridor is used for the hanging of clothes, and the wooden stairway has a number of turns and no provision for handrails. The doors at the top of one of the flights of stairs, as shown in Illustration No. 36, should be noted, since they open directly upon the stairs with no platform for allowing the children to adjust their step to the new flight. The flimsy character of the glass corridor partitions shown in Illustration No. 35 adds to the fire danger. Glass partitions should never have been installed with the degree of frequency which occurs in the Baltimore schools if for no other reason than they would never prevent the very rapid spread of fire through these non-fireproof buildings.

One essential provision for the safety of children in case of fire or other panic, is to have all doors, especially all outside doors, equipped with

ILLUSTRATION No. 33

It is said that it cost $5,000 to attach these steel and concrete fire corridors to the second floor of School No. 30. It is interesting to note that they seriously interfere with the lighting of twelve classrooms and empty into towers which have wooden stairways.

ILLUSTRATION No. 34.

This class is passing down the completely enclosed wooden fire-escape of No. 45 School. The closed door shown could not be opened by hand. The door at the base of this escape could be opened only with difficulty by an adult. The basement of this building is continually overheated.

ILLUSTRATION NO. 35

These children are assembled in the corridor of the second floor of the highly combustible No. 81 School building. This building has no fire exits. The wooden stairway shown in Illustration No. 36 is the exit for most of these children. The chance for escape in case of fire is slight for many of this group.

panic bolts, in order that they may never be locked from the inside. They should be so constructed that the weight of the children pressing against the doors would cause them to open. Table XX shows that only 23 of Baltimore's school buildings are provided with this safety measure. In a

ILLUSTRATION NO. 36

This wooden stairway provides the only exit for the majority of the children in Illustration No. 35. Wooden partitions, doors on the stairway, no handrails, poor natural light and the absence of artificial light are undesirable elements in this situation.

number of the buildings outside fire-exit doors were found locked or bolted, or so hard to open that a hammer had to be secured from the janitor to accomplish it. There can be no excuse for not adding the proper kinds of panic bolts to the exit doors of all schools, especially since the additional safety resulting is out of all proportion to the relatively low cost of such fastenings or the cost of installation.

All of the Baltimore school buildings are provided with chemical fire extinguishers which, due to the careful supervision of the Fire Department, are kept constantly renewed and in usable condition. A majority of the buildings are provided with only one extinguisher to each floor. In many of the wooden buildings more extinguishers should be supplied and particularly near the sources of greatest danger, for example, furnaces, stairways and exits. Only a very few of the more modern buildings are provided with standpipes and fire hose within the building. These elements should be carefully looked after in the program of reconstruction and should be more adequately provided for in all new construction.

The program for the removal of fire hazards in the Baltimore schools should include such important factors as the following:

1. Heating plants and fuel rooms should be enclosed in fireproof construction with automatically closing doors.

2. Fuel rooms and boiler rooms should be separated.

3. In non-fireproof buildings sprinklers should be installed in all danger points, and they should be installed for protection in corridors and on the stairways.

4. All wooden fire escapes should be removed. In their place should be substituted fireproof and smoke-proof stair wells.

5. Where fireproof stair wells cannot be built outside fireproof and smoke-proof fire towers should be constructed.

6. Entrances to fire towers and fire wells should be of steel and wire glass construction with self-closing doors.

7. Wire glass should be provided in boiler room windows as well as metal window frames.

8. All woodwork should be removed from boiler rooms. All openings in boiler rooms, wall and ceiling, should be repaired.

9. There should be outside exits for all boiler rooms.

10. All rubbish and discarded materials should be removed from buildings.

11. The use of all spaces under stairways should be forbidden as storage places.

12. The use of cloak rooms and corridors as storage places should be forbidden.

13. Fireproof construction where added to old non-fireproof buildings should be cut off from old buildings by fire curtains and fire walls.

14. Self-closing metal waste cans should be provided in all manual training rooms and work shops.

15. In all cases inside catches should be removed from fire exit doors and locks which permit opening from outside should be substituted.

16. All outside exit doors, including fire exit doors, should be equipped with panic bolts.

17. No open gas jet lights should be henceforth permitted in any building.

18. All bolts, except panic bolts, on all exit doors should be immediately removed.

19. Where buildings are used for community or evening purposes red exit lights and exit signs should be provided to make clear the passage way to all exits.

The Cleaning of School Buildings

Baltimore has seven elementary school buildings wholly or partially equipped with the best cleaning system, the vacuum cleaner. However, it was found that this equipment which permits of the thorough cleaning of floors, walls, desks, and chalk rails is seldom used in some of the buildings where the system has been installed. The janitors report the vacuum process of cleaning as too slow and the paraphernalia as too cumbersome. The vacuum cleaning system should be installed in all new construction. These installations should be made only after a thorough investigation of the janitors' criticisms of the present installations. The best results can be secured from such a system only as the janitors are taught to use the equipment and are urged to train themselves to the point of efficiency.

In the cleaning of school buildings, janitors are greatly handicapped by an inadequate artificial lighting system. From the scores allotted by the judges on the cleanliness of buildings, it becomes evident that higher standards of cleanliness should be set for the school system as a whole. In particular instances, school buildings were especially clean and well maintained. In other instances, corridors, classrooms, and basements were considerably less well kept, largely due to the personal standards of the caretakers themselves.

Many of the floors in the Baltimore schools have been treated with a floor oil. If properly applied, this is desirable. In most cases in Baltimore the oil has been applied without a thorough preliminary cleaning and apparently spread while still thick. This has resulted in blackening the floors, and has added to the unattractive appearance of many classrooms. In many of these cases the floors had been so heavily oiled that they immediately soiled any clothing that touched them.

Artificial Lighting System

Almost half of the classrooms in Baltimore have had no artificial lighting provision made for them. In 18 per cent of the buildings gas lights only are provided and in many cases this meager equipment was only in the basement, or in the principal's office. Sixty-two per cent of the buildings have no lights in the corridors, while 77 per cent have no artificial lights in the toilet rooms. This lack of artificial light in over three-fourths of the toilet rooms represents a serious neglect on the part of building authorities. The large majority of these rooms are supplied with only a minimum of natural light, which combined with the absence of artificial light creates a situation conducive to lack of cleanliness and to insanitary conditions.

Fifty-four measurements of light were taken at random in 22 schools of Baltimore by means of a photometer. These measurements showed that

because of the lack of artificial light less than one foot candle of light was available for many children at their desks instead of the desired six to nine foot candles. The placement of windows, the limitation of window area, and the close proximity of high buildings to many schools, make an adequate system of artificial lighting absolutely imperative for the Baltimore schools. The placement of bulky wooden fire escapes so as to cut off a large part of the natural light has resulted in a most unsatisfactory lighting situation for many classrooms in the city. The lighting of these classrooms has been destroyed and little has been gained as the fire escapes installed are of such a questionable nature.

The lights that have been installed in classrooms are in many cases considerably below the standard equipment. Classrooms should never be lighted with gas where electricity is available. The attempts to light classrooms on dark days with four flickering flat-flame gas jets are ridiculous indeed, and yet this is daily being done in some dark classrooms in Baltimore. Even the lighting of classrooms with a gas mantle lamp, as shown in Illustration No. 45, presents many objections. Inadequate as they are, they are often not used because of the time and trouble necessary to light them, whereas, if electric lights were installed they would be used and with beneficial results to the children.

Where electric lighting equipment is installed, it is most desirable that a semi-indirect system of lighting be adopted, and that there be enough outlets to permit of an equal distribution of light in every part of the room. The most effective arrangement is to have at least nine outlets for a standard size classroom and use 100-watt Mazda lamps in semi-indirect or semi-enclosed refracting units. The presence of two or four dust-covered, low-power lights at the ceiling of a classroom will very inadequately provide light on dark days or for the use of that room at night. Many of the lighting fixtures were so in need of cleaning that their inefficiency was accentuated. School authorities cannot afford to continue the use of dark classrooms with their resultant eye strain, headaches, restlessnesss, and disorder when the use of good artificial light will largely remedy the defects. Rooms so dark as to always need artificial light should be abandoned. Rooms overshadowed during certain parts of the day or too dark on certain days should be equipped with electricity. The extent to which this important element in school building construction has been neglected is indicated by the fact that seven-eighths of the buildings of Baltimore score less than 25 per cent of a maximum possible score on this element, while 41 buildings rank between 26 and 50 per cent of a total possible score. In other words, 128 buildings were scored less than 50 per cent efficient with respect to their artificial lighting systems. When it is borne in mind that much of the work in school is done through the agency of the eye, and that many dark days occur during the winter season in Baltimore, the need for an adequate program of artificial lighting becomes apparent.

Schedule and Emergency System

A modern school should have its classrooms equipped with clocks and an adequate system of bells and gongs for assembly, dismissal, and fire control, which together with an adequate telephone system, are necessary elements in the management of large groups of children. It is surprising to find that the majority of Baltimore classrooms have not had clocks installed. Where individual teachers are responsible not only for furnishing their own clocks, but for keeping them regulated, it is inconceivable that school programs can be maintained without a very great loss of time. It is also apt to result in the production of unnecessary disorder by having classes kept standing in hallways waiting for other classes to be dismissed as well as other such irregularities. A program clock which will regulate the bells over the entire building and which may be easily adjusted to a changing schedule is almost a sine qua non in the administration of junior and senior high schools where a greater variety of special work is offered, and where several classes must use the same laboratories and equipment. These clocks are almost as valuable in the larger elementary schools where their installation results in freeing the principals from the responsibility of watching the clock and ringing bells at the various periods. The time thus saved may be spent much more profitably in additional supervision.

The most rigid standards for the regular, prompt, and habitual, or automatic responses to the schedule and emergency signals cannot be too highly developed in every building. It is only through such training that the habitual adherence to schedule can be secured and children taught the value of systematic work, co-operation, and respect for the time and the rights of others.

Water Supply System

Ninety-five per cent of the Baltimore schools were rated less than 50 per cent efficient with respect to provisions for drinking and washing. This very poor showing is due more to the almost total failure to provide washing facilities than to the failure to provide drinking fountains. The standard drinking equipment is one fountain for 75 to 100 children. In 50 schools in Baltimore this standard is being met. In other words, in these schools the children may get a drink whenever they want it. In 16 of the schools there is one drinking fountain for every 150 to 200 pupils, in 23 of the schools there is one drinking fountain for every 200 to 400 children. Eleven schools have no drinking fountains. In these latter groups children are practically being denied the opportunity for securing a drink of water. Fortunately there are only a few schools where conditions are as inadequate as in these 34 schools, and if new fountains are installed as during the past year the matter will soon be corrected. Many of the fountains are of an approved type, although there are many fountains where a child's mouth

may and does come in actual contact with the fountain. On several occasions, in buildings where there is no equipment for washing, or where the equipment was hopelessly inadequate, children were observed washing their hands by means of the drinking fountains. This necessitates smearing the hands over the mouthpiece of the fountain and as this is done after the children return from the playground and the toilet-rooms it becomes a very insanitary practice.

In the planning of Baltimore schools, little consideration was given the need for washbowls so that children might be taught cleanliness and also given the opportunity of washing their hands during the day. The standard equipment is one washbowl for every 50 to 75 children. In only nine schools has the maximum standard equipment been installed. In contrast with this 28 schools have no washbowl equipment whatsoever, while in 50 schools the provision is one washbowl for 200 to 1,200 children. Thousands of children are, therefore, denied the privilege of keeping their hands clean. The health program has probably emphasized the need for cultivating this habit, but the school equipment operates in direct opposition to such teaching.

In the congested school districts of Baltimore, the need for the installation of bathing facilities in the schools is very apparent. Only a relatively few schools are so equipped at present, but all large schools should be so provided. The program for the physical development of boys and girls should first insure that boys and girls are taught to keep their bodies clean. Since the proper equipment is lacking in many homes it is essential that the school supply this need.

Table XXI shows the extent to which Baltimore, at the present time, cares for the two items of drinking fountains and washing facilities. Even where washbowls are placed in the buildings they are usually equipped only with cold water. The standard calls for hot and cold water, soap (preferably liquid) and a plentiful supply of paper towels.

TABLE XXI

DATA CONCERNING THE METHOD AND ADEQUACY OF PROVISION FOR ARTIFICIAL LIGHTING AND WATER SUPPLY IN BALTIMORE PUBLIC SCHOOLS

SCHOOLS	ARTIFICIAL LIGHTING			DRINKING FACILITIES					WASHING FACILITIES				
	Number of classrooms* with			Degree of adequacy—one drinking fountain to					Degree of adequacy—one washbowl to				
	Gas	Electricity	No artificial light connections	100 pupils or less	100 to 150 pupils	150 to 200 pupils	200 pupils up	Number of fountains	50 pupils or less	50 to 100 pupils	100 to 200 pupils	200 pupils up	Number of washbowls
Elementary and junior high schools for white children	232	524	850	43	30	11	19	4	6	20	24	41	19
Elementary schools for colored children	119	35	74	6	2	4	2	7	.....	1	2	8	9
Secondary schools for white children	.....	176	.....	.....	1	1	2	.....	3	1	.....	.....	.....
Secondary schools for colored children	16	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1	.....
Total	367	735	924	50	33	16	23	11	9	22	26	50	28

* The rooms here counted have the light connections, but, in many cases, no fixtures are provided.

Toilet Systems

The standard toilet equipment for modern school buildings includes the following provisions:

Toilet Rooms—

1. Located on every floor.

2. Provided with a maximum of natural light and so placed that they will receive direct sunlight during part of the day.

3. Artificial light so arranged that all the toilet fixtures are well lighted on dark days and when the building is used at night.

4. Tiled walls and non-porous floors for purposes of easy cleaning.

5. Rooms for boys and girls at different ends of building, or when adjacent, entrances screened or in different halls and the rooms separated by sound-proof walls.

Fixtures—

1. Modern porcelain fixtures, open front seat, individual automatic flush.

2. Each seat in separate booths, provided with light, swinging doors.

3. Urinals should have sides and backs of individual stalls of non-absorbent and easily cleaned materials.

4. Seats should vary in height for varying sizes of children attending. Different sizes should be segregated.

Adequacy—

Accepted standards for adequacy are as follows:

	Elementary Schools	High Schools
Boys' toilet seats	1 for each 25 boys	1 for each 33 boys
Boys' urinals	1 for each 15 boys	1 for each 20 boys
Girls' toilet seats	1 for each 15 girls	1 for each 20 girls

In general the condition of the toilets in the Baltimore schools is bad. In many cases the situation is intolerable and demoralizing. The following constructions are typical of some of the worst conditions that are found.

Illustration No. 37 shows a basement toilet where no artificial and very little natural light is available. The room is low, dark, foul smelling, and poorly maintained. The fixtures are insanitary and antiquated. Basement toilets of this kind have nothing to commend them. They are too remote for supervision by teachers and hence become objectionable centers in any school. Unfortunately, these extremely undesirable basement toilets exist in large numbers in the Baltimore schools.

ILLUSTRATION NO. 37

A basement toilet in the Robert Eden School. Typical of the many foul-smelling, poorly maintained toilets found. A minimum of natural light enters this room and no artificial lights are provided. The fixtures are antiquated and insanitary. Two coats of light paint would produce a more wholesome atmosphere in these rooms.

ILLUSTRATION NO. 38

The outside boys' toilet of School No. 107 photographed from the boys' play yard. The picture, with its broken glass and unclean interior, speaks for itself. Even the outside door has disappeared, probably because both natural and artificial lighting provisions have been omitted and the doorway is the only source of light.

The second type of toilet which cannot be too severely condemned is the outhouse found on many of the playgrounds in the Baltimore schools. Two of these outhouses are shown in Illustrations Nos. 38 and 39. Illustration No. 38 was photographed from the boys' play yard of School No. 107. This was easily possible since there was no door on this outhouse. The illustration gives only a partial idea of the foul conditions existing within the building. No natural or artificial light has been provided for this building except through the door opening. The fixtures are in a very bad state of repair.

ILLUSTRATION NO. 39

The unspeakably foul conditions in the boys' outhouse of School No. 1. Decency and all standards of sanitation demand immediate action for all such cases.

In Illustration No. 39 is shown the interior of the boys' outhouse in School No. 1 in the heart of the city. Unfortunately, the unspeakably foul conditions found in this outhouse can be duplicated in a number of instances in the Baltimore schools. These elements, in the daily environment of a child, are not conducive to the highest ideals of citizenship or morality.

A third type of toilet provision which should be immediately eliminated from the Baltimore schools is the dry latrine with all its attendant evils. Illustration No. 40 shows the toilet room in School No. 66. These latrines are not connected with a water flush system. They depend upon the whim of the janitor for ventilation. They are not cleansed at frequent and regular intervals, and in this particular case it was reported that they had not

THE CLASSROOMS OF SCHOOL BUILDINGS

(Item IV, Strayer-Engelhardt Score Card.)

There can scarcely be any question but that much of the efficiency of classroom instruction is conditioned and limited by the construction and equipment of the classrooms. The survey of the classrooms of Baltimore indicated clearly that too little attention has been given to the importance of planning classrooms according to standards which have long been accepted for such items as size, shape, lighting, desks, and other equipment. Many of the buildings give evidence that the classrooms were made to meet the plan of the building rather than the building made for the purpose of accommodating the classrooms. Little consideration has been given to the way in which the various rooms are connected. A number of buildings are so planned that there are no hallways, and the only means of egress from the building for a number of the classes is to pass through other classrooms. No arguments of hall space saved, or the possibilities of connecting the rooms by raising sections of the side walls could possibly justify the exposure of the children in these rooms to the dangers of a panic, or to the constant annoyance from the noises of rooms separated by thin partitions, or to the detrimental effects of having light enter the rooms on all four sides.

The standard elementary classroom to accommodate 40 children may vary in length from 28 to 32 feet, in width from 23 to 24 feet, and should be 12 feet high. Fifty per cent of the classrooms for white children in Baltimore are more than 13¾ feet high, almost two feet higher than the standard. Seventy-four per cent of these classrooms are above the standard height. In other words, the cost of constructing and heating Baltimore classrooms has been far in excess of what the requirements demand. The minimal standard for the number of square feet of floor space per pupil is fifteen, while in certain States the standard has been set at eighteen square feet. More than 50 per cent of the classrooms of Baltimore provide less than this minimal standard on the basis of the pupil capacity of the classroom, as well as on the basis of 40 children to a class. The elementary schools for colored children have a median amount of floor space per child, slightly less than that provided in the white schools.

In contrast with the standard of 200 cubic feet per pupil, the air space provided children in 900 classrooms is limited to the point where the efficiency of the child is probably considerably lessened. Fifty-one per cent of the elementary classrooms for white children are below the 200 cubic feet standard and nineteen per cent of the classrooms for colored children fall below the standard.

The summarized facts concerning room dimensions for the elementary schools in Baltimore appear in Table XXIII.

TABLE XXIII

DATA CONCERNING ROOM DIMENSIONS OF THE ELEMENTARY SCHOOLS OF BALTIMORE

Elementary schools for white children

	MEDIAN	STANDARD*	BELOW STANDARD		STANDARD ROOMS		ABOVE STANDARD	
			Rooms	Per cent	Rooms	Per cent	Rooms	Per cent
Area per child (pupil capacity)	13.7 sq. ft.	15 sq. ft.	939	57.2	127	7.7	576	35.1
Area per child (enrollment)	15.82 sq. ft.	15 sq. ft.	690	43.3	111	6.9	797	49.8
Area per child (40 in room)	14.66 sq. ft.	15 sq. ft.	724	44.7	131	8.1	766	47.3
Cubical feet per pupil (capacity)	180.2 cu. ft.	200 cu. ft.	1,074	65.0	452	27.3	127	7.7
Cubical feet per child (enrollment)	202.5 cu. ft.	200 cu. ft.	292	19.1	498	32.6	738	48.3
Cubical feet per child (40 in room)	198.1 cu. ft.	200 cu. ft.	850	51.3	409	24.7	396	23.9
Height of ceilings	13.79 ft.	12 ft.	81	5.0	334	20.9	1,181	74.0

* Minimum standard.

Elementary schools for colored children

	MEDIAN	STANDARD*	BELOW STANDARD		STANDARD ROOMS		ABOVE STANDARD	
			Rooms	Per cent	Rooms	Per cent	Rooms	Per cent
Area per child (pupil capacity)	13.12 sq. ft.	15 sq. ft.	172	71.3	16	6.6	53	21.9
Area per child (enrollment)	12.76 sq. ft.	15 sq. ft.	150	65.5	12	5.2	67	29.2
Area per child (40 in room)	14.9 sq. ft.	15 sq. ft.	121	50.2	25	10.4	95	39.4
Cubical feet per pupil (capacity)	156.1 cu. ft.	200 cu. ft.	105	43.0	99	40.6	40	16.4
Cubical feet per child (enrollment)	171.2 cu. ft.	200 cu. ft.	82	34.4	87	36.5	69	29.0
Cubical feet per child (40 in room)	186.1 cu. ft.	200 cu. ft.	48	19.8	101	41.5	94	38.6
Height of ceilings	13.15 ft.	12 ft.	23	9.3	62	25.1	162	65.6

* Minimum standard.

In Table XXIV will be found the number of classrooms for each elementary school which are at the standard or are below or above the standard of the amount of floor space which should be provided for each child. Two bases for computation have been utilized; the number of children for whom seating provision has been made in each classroom, i. e., pupil capacity, and the number of children enrolled at a specified date. By using two bases, the situation at varying times may be shown.

TABLE XXIV

THE NUMBER OF CLASSROOMS IN EACH ELEMENTARY SCHOOL AT STANDARD, OR VARYING FROM THE STANDARD, FOR FLOOR SPACE PER CHILD

Two bases—pupil capacity and pupil enrollment
White schools

NAME AND NUMBER OF SCHOOL	NUMBER OF CLASSROOMS IN WHICH FLOOR SPACE PER PUPIL OF PUPIL CAPACITY IS			NUMBER OF CLASSROOMS IN WHICH FLOOR SPACE PER PUPIL OF NOVEMBER, 1920, ENROLLMENT WAS		
	Under 15 square feet	At 15 square feet	More than 15 square feet	Under 15 square feet	At 15 square feet	More than 15 square feet
1. Edgar Allen Poe	7	4	10	.....	5*	16*
2. Almeda	.....	1	23	4	.....	20
3. William Patterson	16	.....	.....	9	5	2
5. Wells and McComas	16	.....	.....	8	3	5
6. William Fell	.....	.....	16	.....	.....	16
8. Stephen Decatur	14	.....	.....	12	1	1
9. Alicia Crossland	12	.....	3	10	2	3
10. James McHenry	.....	3	9	.....	.....	12
11. John Stricker	19	.....	1	14	1	5
12. Michael Warner	14	.....	.....	13	.....	1
13. Tench Tilghman	12	.....	4	11	.....	5
14. Sidney Lanier	12	.....	2	9	2	3
15. Benjamin Franklin	5	3	3	3	1	7*
16. Henry Stephenson	2	2	8	.....	.....	12*
19. Samuel Chase	7	1	1	4	.....	5
20. Robert Eden	26	3	.....	23	4	2
21. Francis Nicholson	11	.....	1	9	.....	3
22. George Washington	.....	.....	25	.....	.....	25
23. Wolfe	7	1	4	4	3	5
24. Canton	11	.....	.....	11	.....	.....
25. Fleet	13	1	.....	5*	.....	9
26. Leonard Calvert	8	.....	2	7	.....	3
27. John Rodgers	.....	.....	25	.....	1	24
28. Webster	11	.....	.....	10	1	.....
29. Horatio Sharpe	8	1	3	1	.....	11
30. Christopher Gist	16	.....	.....	16	.....	.....
31. Henry Schroeder	11	.....	1	9	1	2
32. Guilford	11	1	.....	8	1	3
34. Barrister Charles Carroll	12	.....	.....	9	1	2

* In cases where full information was not obtainable from the reports on enrollment, estimates were made from the reports on pupil capacity.

TABLE XXIV—Continued

THE NUMBER OF CLASSROOMS IN EACH ELEMENTARY SCHOOL AT STANDARD, OR VARYING FROM THE STANDARD, FOR FLOOR SPACE PER CHILD

Two bases—pupil capacity and pupil enrollment
White schools

NAME AND NUMBER OF SCHOOL	NUMBER OF CLASSROOMS IN WHICH FLOOR SPACE PER PUPIL OF PUPIL CAPACITY IS			NUMBER OF CLASSROOMS IN WHICH FLOOR SPACE PER PUPIL OF NOVEMBER, 1920, ENROLLMENT WAS		
	Under 15 square feet	At 15 square feet	More than 15 square feet	Under 15 square feet	At 15 square feet	More than 15 square feet
35. Fort Covington	12	.....	.....	9	.....	.....
37. Patrick Henry	11	.....	1	5	1	6
38. Chesapeake	4	.....	.....	2	1	1
39. James Calhoun	.....	.....	9	.....	.....	9
40. Nightingale (Jr. H.)	11	1	6	10	2	6
42. Paul Jones	16	.....	2	5*	6	7
43. Dolly Madison	24	.....	.....	22*	.....	2
45. Otho Holland Williams	8	1	1	2	1	7
47. Hampstead Hill	.....	.....	13	1	1	11
48. James Monroe	7	.....	5	9	.....	3
49. Robert Lee	11	.....	6	7	4	6
50. Clifton	8	1	1	9	.....	1
50. Branch	3	.....	.....	3	.....	.....
55. Hampden	22	6	1	15	4	10
58. Annex	1	1	3	1	.....	4
58. Woodberry	2	3	1	.....	.....	6
59. Louisa M. Alcott	1	1	23	1	.....	24
4. Henry Lee	11	.....	4	5	2	8
33. Armistead	11	1	.....	5	2	5
51. Waverly	.....	.....	24	.....	.....	24
52. Rinehart (Jr. H.)	6	2	.....	6*	.....	2
53. Margaret Brent	5	6	9	1	1	18
54. George Peabody	10	.....	14	11	.....	13
57. Horace Abbott	8	.....	1	6*	.....	3
74. Oliver Cromwell	.....	1	22	.....	1*	22*
92. Oliver H. Perry	17	.....	1	10	4	4
60. Druid	13	5	6	11	1	12
61. John Eager Howard	5	.....	15	5	.....	15
62. Smallwood	1	.....	26	1	.....	26
63. Walbrook	14	4	9	12	.....	15
64. Liberty	1	.....	18	1	.....	18
64. Branch (Penhurst)	1	.....	1	.....	.....	2
65. Alexander Hamilton	7	4	.....	6	.....	5
66. Westover	1	1	2	1	1	2
67. Frederick	7	.....	.....	6	1	.....
68. Betsy Ross	13	.....	2	13*	.....	2
70. Federal	.....	.....	28	.....	.....	28
72. Martha Washington	17	.....	1	10	1	7
73. William Pinkney	15	.....	.....	13	1	1
75. Carrollton	18	.....	3	10	3	8

* In cases where full information was not obtainable from the reports on enrollment, estimates were made from the reports on pupil capacity.

TABLE XXIV—Continued.

THE NUMBER OF CLASSROOMS IN EACH ELEMENTARY SCHOOL AT STANDARD, OR VARYING FROM THE STANDARD, FOR FLOOR SPACE PER CHILD

Two bases—pupil capacity and pupil enrollment

White Schools.

NAME AND NUMBER OF SCHOOL	NUMBER OF CLASSROOMS IN WHICH FLOOR SPACE PER PUPIL OF PUPIL CAPACITY IS			NUMBER OF CLASSROOMS IN WHICH FLOOR SPACE PER PUPIL OF NOVEMBER, 1920, ENROLLMENT WAS		
	Under 15 square feet	At 15 square feet	More than 15 square feet	Under 15 square feet	At 15 square feet	More than 15 square feet
76. Francis Scott Key	8			8		
77. Samuel Smith	13	1	1	11		4
78. Robert Fulton	16			11	3	2
79. Lafayette	17	4	2	14	1	8
80. D'Animour (Jr. H.)	15			12		3
81. Robert Morris	16	1		13	1	3
83. William Paca	12	8	22	12		30
84. Thomas Johnson		9	14	6		17
85. Ft. Worthington			24		1	23*
86. Abraham Lincoln	2	3	19	1	1	22
93. Charles Carroll of Carrollton	15			10	1	4
93. Annex	4		2	3		3
94. Winfield Scott Schley	20		4	12	6	6
95. Lexington	14			11	1	2
96. Nathaniel Ramsay	7	5	2	3	3	8
97. Baron von Steuben	9			6		3
98. Samuel F. B. Morse			24			24
99. Columbus	14	19	1	15	1	18
201. Arlington	9			6	1	2
202. Athol Terrace	1					1
203. Brooklyn	10	1	4	7		8
205. Canton Kindergarten No. 1	12			9	2	1
207. Canton No. 5	9		5	8	1	5
208. Curtis Bay	14		2	11	2	3
209. Evergreen	3		2	2		3
210. Fairfield	2	1	1	1		3
211. Gardenville	9		3	8	1	3
212. Garrett Heights	12	1	1	9	2	3
213. Govans	4	2	5	4	3	4
214. Guilford	1	2	9			12
215. Highlandtown	23	2	2	20	2	5
217. Hillsdale		4				4
218. Howard Park	6	2	2	6	1	3
219. Masonville	1	1			1	1
220. Morrell	10	1	1	4	4	4
221. Mount Washington	2	1	5	1		7
222. Orangeville	6			3		3
223. Pimlico	18		3	15	2	4
224. Roland Park	1	1	5	1		6

* In cases where full information was not obtainable from the reports on enrollment, estimates were made from the reports on pupil capacity.

TABLE XXIV—Concluded

THE NUMBER OF CLASSROOMS IN EACH ELEMENTARY SCHOOL AT STANDARD, OR VARYING FROM THE STANDARD, FOR FLOOR SPACE PER CHILD.

Two bases—pupil capacity and pupil enrollment

White schools

NAME AND NUMBER OF SCHOOL	NUMBER OF CLASSROOMS IN WHICH FLOOR SPACE PER PUPIL OF PUPIL CAPACITY IS			NUMBER OF CLASSROOMS IN WHICH FLOOR SPACE PER PUPIL OF NOVEMBER, 1920 ENROLLMENT WAS		
	Under 15 square feet	At 15 square feet	More than 15 square feet	Under 15 square feet	At 15 square feet	More than 15 square feet
225. Westport	4	.....	5	5	1	3
226. Violetville	2	.....	3	2	.....	3
227. St. Helena	3	.....	2	3	.....	2
228. Sixteenth St., Highlandtown	6	.....	.....	4	1	1
229. Bank Street	16	.....	.....	16	.....	.....
230. Hawkins Point	1	.....	.....	.....	.....	1

Colored schools

100. Frederick Douglas	.....	5	12	4	1	12
101. Dunbar	24	.....	.....	10	3	11
102	16	.....	.....	15	.....	1
103	9	5	2	10	1	5
105	10	.....	2	9	.....	3
106. Booker T. Washington	13	2	2	10	1	6
106. Branch	12	.....	1	12	.....	1
107	12	.....	.....	10	1	1
108	6	.....	3	6	1	2
109. Branch	1	.....	2	1	1	1
109	11	.....	2	8	1	4
110	18	1	.....	15	.....	4
112. Robert Browne Elliott	8	1	9	15	.....	3
113. Benjamin Banneker	7	.....	4	6*	.....	5*
115	4	.....	.....	4	.....	.....
116	4	2	6	4	2	6
118	11	.....	1	10	1	1
327. Arlington	2	.....	.....	2	.....	.....
328. Brooklyn	1	.....	.....	1	.....	.....
329. Canton	.....	.....	1	.....	.....	1
330. Fairfield	2	.....	1	2	.....	1
331. Lauraville	.....	.....	2	.....	.....	2
332. Mount Winans	3	.....	.....	3	.....	.....
333. Roland Park	1	.....	.....	1	.....	.....
334. Mount Washington	1	.....	.....	1	.....	.....
335. Govans	.....	.....	2	.....	.....	2

* In cases where full information was not obtainable from the reports on enrollment, estimates were made from the reports on pupil capacity.

The conditions of the walls and ceilings in the Baltimore schools indicate that the authorities have failed utterly in establishing a proper standard for classrooms decoration. A majority of the rooms are quite obviously in need of redecoration. Many of them are water-stained and the plaster is badly broken or cracked. Little consideration has been given the amount of light available for each classroom when classrooms have been renovated. The aesthetic effect of the walls and ceiling, the need of color harmony and the possibilities of decoration have received much too little attention throughout the school system. The program of renovation must include a standardization of wall coloring to meet all conditions and to conform to the best modern practice. Walls are preferably a light buff or a very light green or gray with the ceiling white or extremely light cream. Walls of this type appear infrequently in Baltimore. Dark colors with darker woodwork spread gloom throughout many Baltimore school buildings.

Most of the classrooms in the Baltimore schools are very poorly equipped with closets for supplementary readers, instructional and other supplies, as well with bookcases and bulletin boards. A few of the newer buildings have provided for these needs with built-in equipment.

Almost no bulletin boards were found in the classrooms. To be of maximum usefulness, a bulletin board should be constructed of cork or very soft wood, and should be placed at the same level as the blackboards, in a position where it can be very easily referred to and made use of by the teacher and the pupils. A bulletin board needs to be large enough to serve as a display surface for some school work. This may also be provided just above some of the blackboards, if necessary.

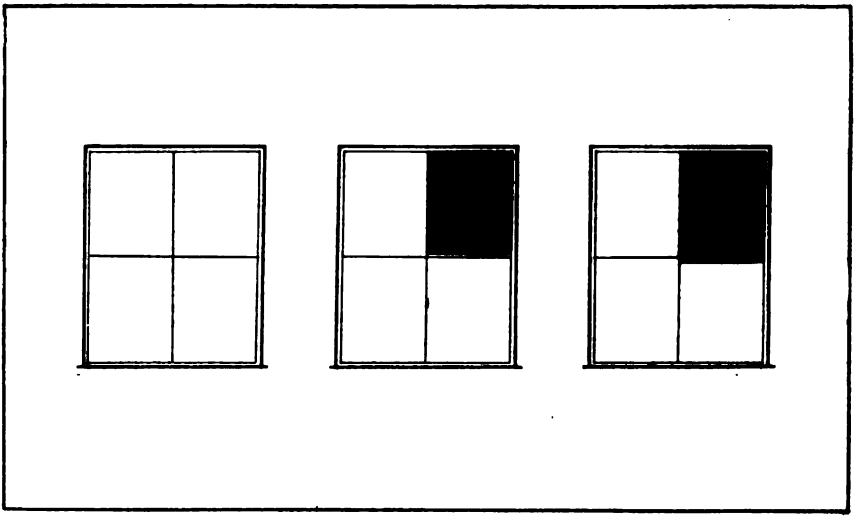
Much more importance should be attached to the natural illumination of classrooms than has been done in Baltimore. Insufficient light, large shadows thrown by expanses of wall between windows, the placing of windows so that they are not high enough to throw light to the far side of the room are among the elements which are easily remedied in new construction and which assist materially in the comfort, health and efficient work of the children. The standards for illumination provide that the glass area shall be one-fourth to one-fifth of the floor area; that the windows shall not be so far toward the front of the room that the children seated toward the back of the room must look into them; that the windows shall not be so low as to produce a direct glare on the desks nearest the windows; and that the light should come only from the left side of the room. Window shades, preferably translucent, should be provided for all classrooms, especially those exposed to direct sunlight. These shades should be of the double hung variety, and should operate from the center of the windows, in order that the top light should not be the first light shut off when it is necessary to regulate the light in the room.

The median ratio of window area to floor space in the elementary schools for white children in Baltimore is 15.2 per cent instead of 20 per cent.

Twelve hundred and eleven rooms, or 74 per cent, are below standard in this respect, while only 94 rooms, or 5.8 per cent, have more than the standard amount of window area. This situation is shown in Chart 2.

CHART 2

PERCENTAGE OF GLASS AREA TO FLOOR AREA.



The four lights of this window represent the standard for all Classrooms, 20%.

The three lights in this window represent the median for Baltimore White Schools, viz., 15.2%, or a loss of 24% of standard light.

The three lights in this window represent the median for Baltimore Colored Schools, viz., 14.7%, or a loss of 26.5% of standard light.

Of these same schools, 95 of them had windows in front of the room, 15 of which had more than half of their light coming from that direction. In all of those buildings where rooms are separated by partitions, part of which is glass, the light effect is frequently that of coming from all four sides of the room. Many of the rooms had a drop of from 6 to 52 inches from the ceiling to the top of the window. When the inadequacy of the window arrangement in the schools of Baltimore is considered in connection with the inadequate artificial lighting system, or with the absence of any such lighting system, it shows a situation which will require much careful attention before justice is done all children. In Table XXV will be found certain summarized facts concerning the natural lighting situation. One thousand two hundred and eleven classrooms for white children and one hundred and ninety-six classrooms for colored children below the standard window ratio are among important facts to be culled from this table.

TABLE XXV

RATIO OF WINDOW AREA TO FLOOR AREA AND THE LOCATION OF WINDOWS IN CLASSROOMS OF THE ELEMENTARY SCHOOLS OF BALTIMORE

Elementary schools for white children

RATIO OF WINDOW AREA TO FLOOR AREA

MEDIAN	STANDARD	BELOW STANDARD		STANDARD		ABOVE STANDARD	
		Rooms	Per cent	Rooms	Per cent	Rooms	Per cent
15.2%	20%	1,280	75.4	89	5.3	326	19.2

Orientation of classrooms for elementary white children

LIGHTED FROM	NUMBER*	PER CENT	LIGHTED FROM	NUMBER*	PER CENT
Left	986	59.3	(Less than one-half from) front	80	4.8
Left and rear	456	27.4	(More than one-half from) front	15	.9
Left and right	40	2.4	(3) Sides	35	2.1
Right and rear	19	1.1	(4) Sides	2	.1
Right	22	1.3	Rear	7	.4

Elementary schools for colored children

RATIO OF WINDOW AREA TO FLOOR AREA

MEDIAN	STANDARD	BELOW STANDARD		STANDARD		ABOVE STANDARD	
		Rooms	Per cent	Rooms	Per cent	Rooms	Per cent
14.7%	20%	192	75.3	11	4.3	52	20.4

Orientation of classrooms for elementary colored children

LIGHTED FROM	NUMBER*	PER CENT	LIGHTED FROM	NUMBER*	PER CENT
Left	110	51.6	(Less than one-half from) front	11	5.1
Left and rear	60	28.1	(3) Sides	9	4.2
Left and right	4	1.8	(4) Sides	1	.4
Right and rear	8	3.7	Rear	2	.9
Right	8	3.7			

* There may be a few cases of overlapping in classification, e. g., between "More than one-half from front" and "3 sides", but the general situation is clearly shown.

In Table XXVI will be found the list of the elementary schools showing the number of classrooms in each with a ratio of less than 15 per cent between window area and floor area and the number of classrooms with more than this percentage. These figures should be contrasted with the standard of 20 per cent.

TABLE XXVI

RATIO OF WINDOW AREA TO FLOOR AREA OF BALTIMORE ELEMENTARY SCHOOLS FOR WHITE CHILDREN

Showing the number of rooms with varying ratios of window area to floor area. The standard ratio of window area to floor area is 20 per cent

NUMBER OF SCHOOL	Under 15%	Over 15% Under 20%	20%	Over 20%	NUMBER OF SCHOOL	Under 15%	Over 15% Under 20%	20%	Over 20%
1	17	1		3	47 Jr. H.	8	1	1	3
2	14		10		48	6	5		1
3	13			3	49	2	13		2
4	1	11		3	50	1	8	1	
5	11	3		2	50 Br.	1			2
6	1	15			51		12		12
8	14				52	4	4		
9	9			6	53	9	5		6
10		7		5	54	8			16
11		16	1	3	55	9	13	3	4
12	3	7		4	57	5	2		2
13	10	4		4	58	5			
14	8	5		1	58 Br.	1	4		1
15	9			2	59	12			13
16	12				60	4	8		12
19	5	1	2	1	61	2	13		5
20	22	3	1	3	62	13			14
21	8			4	63	3	22		2
22		24		1	64	15	3		1
23	12				64 Br.				2
24	7	3		1	65	2	4	1	4
25	8			6	66	1	2	1	
26		3	1	6	67	7			
27	1	24			68	5	2	3	5
28	2	2	2	5	70	5	23		
29	12				72	1	14	1	2
30	3	9		4	73	12	2		1
31	6	4		2	74	11			12
32	1	3	8		75	17	3		1
33		2		10	76	4			4
34	8	3		1	77	6	4	2	3
35			8	4	78	5	5		6
37	5	3		4	79 Jr. H.	1	12	1	9
38	4				80	15			
39	9				81	2	10	1	4
40	3	3	8	1	83	14	19	7	2
42	15	2	1		84	11			12
43	14	10			85	11	13		
45	6	4			86	12	6	6	
47		24			92	17	1		

TABLE XXVI—Concluded

RATIO OF WINDOW AREA TO FLOOR AREA OF BALTIMORE ELEMENTARY SCHOOLS FOR WHITE CHILDREN

Showing the number of rooms with varying ratios of window area to floor area. The standard ratio of window area to floor area is 20 per cent

NUMBER OF SCHOOL	Under 15%	Over 15% Under 20%	20%	Over 20%	NUMBER OF SCHOOL	Under 15%	Over 15% Under 20%	20%	Over 20%
93	14			1	213	5	4	2	
93 A	4	2		1	214		12		
94	20	4			215	17	4	4	2
95	7	4		3	217			4	
96	8	6			218	2			8
97	7	1	1		219		2		
98	21	2		1	220	6	6		
99	20	3		11	221	1	7		
201	1	3		5	222				6
202	1				223	3	14	4	
203	7	1		6	224	1	2		4
205	3	8		1	225	5	4		
207		4		10	226	4	1		
208	2	10	2	2	227				5
209	1	2		2	228	6			
210				4	229	4	8	2	2
211	8	4			230		1		
212	10	4							

RATIO OF WINDOW AREA TO FLOOR AREA OF BALTIMORE ELEMENTARY SCHOOLS FOR COLORED CHILDREN

Showing the number of rooms with varying ratios of window area to floor area. The standard ratio of window area to floor area is 20 per cent

NUMBER OF SCHOOL	Under 15%	Over 15% Under 20%	20%	Over 20%	NUMBER OF SCHOOL	Under 15%	Over 15% Under 20%	20%	Over 20%
100	11			6	113	2	9		
101		12		12	115	1	1		2
102		16			116	11	1		
103	16				118	8	4		
105	4	3		5	327	2			
106	9		3	5	328	1			
106 Br	9	4			329	1			
107	4	8			330		3		
108	1	1	6	1	331	2			
109	12		1		332		2		1
109 Br	1	1		1	333	1			
110	11	6	1	1	334	1			
112				18	335	2			

TABLE XXVII

NUMBER OF BLACKBOARDS OF VARIOUS HEIGHTS FROM THE FLOOR IN THE DIFFERENT GRADES OF THE BALTIMORE CITY SCHOOLS

INCHES	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	44	48	49
Kindergarten				1		1	5	1	3	6	1	2	1	1		1									
First grade	2		6	5	4	11	31	34	16	71	7	20	5	1	1	18	4	4	1	1		2	1	1	2
Second grade	2		3	1		7	39	33	11	71	2	15	3	5	5	21	1	4		4	1	1	1	4	
Third grade	2			2	2	8	25	43	11	57	8	15	5	5	4	24	3	5	1	3	1	2		1	
Fourth grade	2		1	1	2	4	32	29	17	70	10	14	7	6	1	24	4	2		3		2			
Fifth grade	2				1	3	23	29	18	50	7	14	4	2	3	21	4	4	3	5		1			
Sixth grade				1		3	30	36	7	49	5	15	7	5	5	17	3	7	5	3			1		
Seventh grade				4	10	2	18	13	9	38	9	6		3	4	22	4	8	3						
Eighth grade				8	7		5	8	9	34	3	5	1		1	11	2	8	4	2		1			

Total Rooms Measured—1613

Those to the right of heavy line, 56.9 per cent, are above standard height.
Those to the left of heavy line, 23.4 per cent, are below standard height.
Those between the heavy lines, 19.7 per cent, are standard height.

921 rooms above standard.
378 rooms below standard.
319 rooms standard height.

As shown in Table XXVII, very little attention has been paid to the placement of blackboards in the classrooms for elementary schools. Nine hundred and twenty-one rooms, or 57 per cent, are above the standard height for the grades using them, whereas 23 per cent are below the proper standard. This does not mean that all of the blackboard space is wasted, but it does mean that a material part of it at least is lost, especially where it is placed too high, the situation for almost three-fifths of the blackboards of the elementary schools. It is interesting to note the wide variety of heights of blackboards for practically every grade of the elementary schools First-grade rooms have blackboards beginning 49 inches from the floor, a height more than that of many of the pupils in the room, while the eighth grade rooms have blackboards beginning 24 inches from the floor. In the kindergarten, 95.6 per cent of the blackboards are too high, in the first grade 88.2 per cent are too high, and in the upper grades, 61.4 per cent of the seventh grade blackboards are too low, while 66.3 per cent of the eighth grade blackboards are too low. A number of the buildings have a uniform height for the blackboards for all rooms, a situation almost as ridiculous as to have uniform seats for all classes. In Table XXVII will be found the distribution of blackboard heights for 1,613 classrooms. The great variation in this table is sufficient reason for standardization in this field.

The comparisons between the standard blackboard heights for all grades and the median, average, and extreme heights in 1,613 elementary classrooms, as shown in Table XXVIII, help to make clear the need for planning school buildings constantly in terms of the needs of children.

TABLE XXVIII

HEIGHTS OF BLACKBOARDS IN BALTIMORE CITY SCHOOLS

Elementary schools

GRADE	Kdgn.	1st	2nd	3rd	4th	5th	6th	7th	8th
Median height—in inches	30.1	30.2	30.3	30.4	30.4	30.4	30.5	30.5	30.6
Average height—in inches	29.4	30.0	30.5	30.6	30.4	30.8	30.9	30.8	31.3
Minimum height—in inches	24.0	21.0	21.0	21.0	21.0	21.0	24.0	24.0	24.0
Maximum height—in inches	36.0	49.0	48.0	48.0	42.0	42.0	44.0	39.0	42.0
Standard height—in inches	24 and 25	25 and 26	26 and 27	27 and 28	28 and 29	29 and 30	30 and 31	31 and 32	32 and 33
Per cent of blackboards above standard height	95.6	88.7	77.8	63.8	61.9	35.0	34.4	28.8	28.0
Per cent of blackboards below standard height	.0	5.2	2.6	6.2	18.2	29.9	38.6	61.4	66.3
Per cent of blackboards standard height	4.4	6.1	19.6	30.0	19.9	35.1	27.0	9.8	5.7

The classrooms of the elementary schools of Baltimore are inadequately equipped with respect to the seats and desks for pupils. Table XXIX shows the number of desks of various types. Only 3.8 per cent of the white children of the elementary schools of Baltimore sit in single adjustable seats. Seventy-three and seven-tenths per cent sit in single non-adjustable double desks. The adjustable feature of the desks is not the only element which has been neglected. The desks have not been recently refinished; many of the surfaces are very irregular and are often covered with carvings. They should be refinished, even if not replaced with more modern and desirable desks. A satisfactory seating arrangement for elementary classrooms follows when three or four sizes of seats are placed in rows, with the rows for the smaller seats near the windows. Thus only are non-adjustable seats made desirable in a classroom. A more satisfactory arrangement results from using varying sizes of a non-adjustable movable seat. It will be seen from Table XXIX that these variations from the adjustable seating have not been developed to any great degree in Baltimore.

Chart 3 presents graphically a portion of the facts of Table XXIX. The legend, "Four pupils out of every hundred sit in seats that may be adjusted to their heights," expresses in condensed form the need which exists.

TABLE XXIX

TYPES OF DESKS USED IN THE VARIOUS SCHOOLS OF BALTIMORE, MD.

TYPE OF SCHOOL	ELEMENTARY (WHITE)		JUNIOR HIGH (WHITE)		HIGH SCHOOLS* (WHITE)		ELEMENTARY (COLORED)	
TOTAL NUMBER OF SCHOOLS	121		10		6		25	
	ROOMS		ROOMS		ROOMS		ROOMS	
TYPES OF SEATS AND DESKS	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Adjustable	42	2.7	4	3.0	2	1.2	14	6.2
Adjustable and non-adjustable	54	3.5	0	0	1	.6	2	.9
Adjustable and non-adjustable (two sizes)	10	.6	0	0	0	0	0	0
Non-adjustable, single type (one size)	961	62.7	112	81.1	154	90.5	101	45.1
Non-adjustable, single type (two sizes)	141	9.2	15	10.9	0	0	16	7.1
Non-adjustable, single type (three sizes)	6	.4	0	0	0	0	2	.9
Non-adjustable, double type (one size)	277	18.2	5	3.6	9	5.3	82	36.6
Non-adjustable, double type (two sizes)	26	1.7	0	0	0	0	6	2.7
Non-adjustable, double type (three sizes)	1	.1	0	0	0	0	0	0
Non-adjustable, double and single (one size)	9	.6	1	.7	2	1.2	1	.5
Non-adjustable, double and single (two sizes)	5	.3	1	.7	0	0	0	0
Desk chairs	0	0	0	0	2	1.2	0	0
Total rooms	1,532	.....	138	.....	170	.....	224	.....

* One colored high school included.

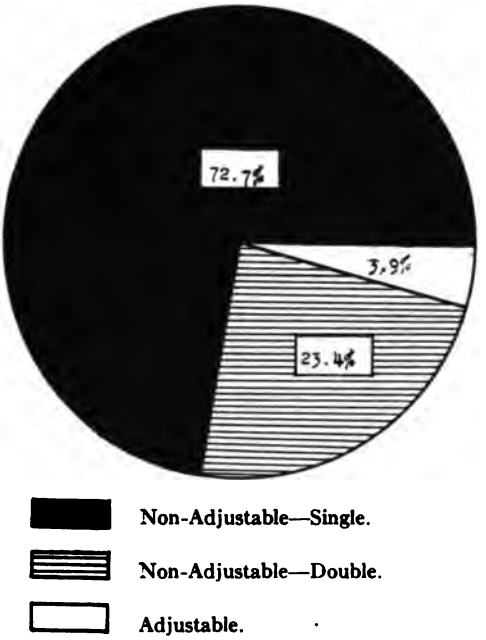
PER CENT OF PUPILS ACCOMMODATED BY DIFFERENT TYPES OF DESKS AND SEATS

TYPES OF SEATS AND DESKS	ELEMENTARY (WHITE)		JUNIOR HIGH (WHITE)		HIGH SCHOOLS* (WHITE)		ELEMENTARY (COLORED)	
	PUPILS		PUPILS		PUPILS		PUPILS	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Adjustable	2,700	3.8	133	2.3	132	1.8	618	5.9
Non-adjustable (single)	51,977	73.7	5,353	92.7	6,796	90.6	5,631	53.6
Non-adjustable (double)	15,782	22.5	284	5.0	456	6.1	4,264	40.5
Desk chairs	.....	.....	.....	.....	111	1.5	.....	.....

* One colored high school included

CHART 3

TYPE OF SEATS PROVIDED FOR PUPILS IN ELEMENTARY SCHOOLS OF BALTIMORE



Four pupils out of every hundred sit in seats that may be adjusted to their heights.

CHART 4

NUMBER OF SEATS PER CLASSROOM IN ELEMENTARY SCHOOLS OF BALTIMORE

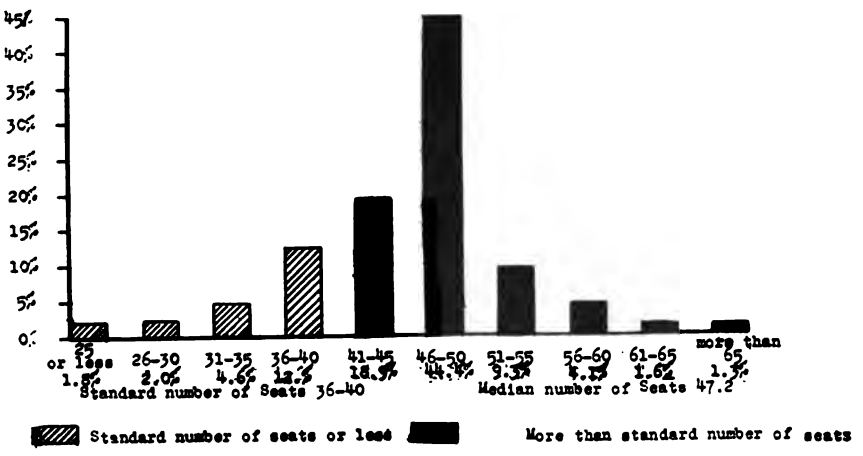


TABLE XXX

BALTIMORE CLASSROOMS WITH THE NUMBER OF SEATS PER ROOM

Schools for white children

ELEMENTARY SCHOOLS		JUNIOR HIGH SCHOOLS		HIGH SCHOOLS	
Seats per room	Rooms	Seats per room	Rooms	Seats per room	Rooms
10	1				
12	1				
13	1				
14	2				
15	1				
16	3				
17	1				
18	1				
19	2				
20	8				
21	1				
22	2			22	1
23	1			34	2
24	2			35	1
25	2			36	2
26	2			38	2
27	4			40	20
28	5			41	9
29	2			42	57 Median
30	14	30	2	43	5
31	6	31	1	44	3
32	17	32	3	45	4
33	4	33	4	46	7
34	15	34	1	47	2
35	12	35	7	48	11
36	21	36	3	49	4
37	8	37	2	50	5
38	23	38	6	51	2
39	13	39	3	52	3
40	68	40	20	53	1
41	20	41	4	54	2
42	41	42	30 Median	55	2
43	34	43	4	56	5
44	60	44	3	58	1
45	31	45	14		
46	94	46	7		
47	45	47	2		
48	443 Median	48	18		
49	31	49	1		
50	82	50	1		
51	21	54	2		
52	49				
53	12				
54	66				
56	37				
57	2				
58	5				
60	16				
62	9				
63	1				
64	11				
66	1				
67	2				
70	2				
80	1				
83	1				
98	1				
102	1				
.....	1,362	.....	138	.....	151

TABLE XXX—Concluded

BALTIMORE CLASSROOMS WITH THE NUMBER OF SEATS PER ROOM

Schools for colored children

ELEMENTARY SCHOOLS		HIGH SCHOOL AND TRAINING SCHOOLS	
Seats per room	Rooms	Seats per room	Rooms
14	1		
22	1		
24	2		
27	2		
28	2		
29	1	29	1
30	3		
32	4	32	1
33	1		
34	2		
35	6		
36	6		
37	2		
38	9		
39	5		
40	12	40	3
41	6		
42	7		
43	3	43	1
44	10		
45	10	45	2
46	26 Median		
47	1	47	1
48	35	48	7 Median
49	3		
50	15		
51	4		
52	4		
53	1		
54	6		
55	1		
56	3		
58	2	58	1
59	1		
60	3	60	2
62	6		
64	2		
65	2		
68	2		
70	2		
72	5		
74	2		
76	1		
82	1		
86	1		
.....	224	.....	19

The number of children for whom seating provisions are made in the Baltimore classrooms may be thought of as another measure of the adequacy of the present seating provisions. In Table XXX are the numbers of rooms with varying numbers of seats per room. For elementary white children, half of the classrooms are equipped with more than 47 seats. The facts for the colored elementary children show an almost identical situation. Thirty-seven classrooms for white elementary children and 29 classrooms for colored elementary children are provided with 60 seats or more. Some of the facts of Table XXX are presented graphically in Chart 4.

ILLUSTRATION NO. 41

The three primitive classrooms on the second floor of the paint store annex to School No. 112. Double desks, clothes hanging in the classrooms, coal stove, low ceilings, inadequate lighting and a confusing passageway to the out-of-doors.

In practically all of the older buildings, little attention was paid to the cloakrooms. They are small, inconveniently located, often times so narrow that children can barely pass in them, and the hooks so close that clothes hung upon them touch each other. Very few of the cloakrooms are provided with direct sunlight, with adequate means of ventilation, with provisions for rubbers, umbrellas or special means of drying in inclement weather. In a number of the cloakrooms the amount of available space is made even less by the presence of cabinets and other storage material. The complete lack of cloakrooms for many children is clearly shown in the accompanying illustrations. The other elements in which Baltimore's classrooms fail to meet the standards are also pointed out in the descriptions of these illustrations. These illustrations show the best as well as the poorest situations. In fact,

Illustrations Nos. 41 to 53 may be considered in the form of a rather crude scale with one of the worst situations in No. 41 and one of the best situations in No. 53. Illustration No. 41 shows the primitive classrooms above the paint store in one of the annexes of the No. 112 school. Approximately 275 children are housed here in these small make-shift rooms. The

ILLUSTRATION NO. 42

The children of these two classrooms in School No. 13 are attending school in what is reported to have been a saloon. Most undesirable conditions for classroom seating, lighting and equipment are here presented.

ceilings are low, the equipment poor, cloakrooms are lacking and unjacketed stoves provide the heat. The lighting is particularly defective.

In Illustration No. 42, the interior of what was reported to have been formerly a saloon is shown, now converted into classrooms. It is necessary, because of the lighting, to seat the children on the long axis. The blackboards are so located that they cannot be utilized for class work, since all children cannot see the same board. The congestion is such as to hardly permit passage about the room. The equipment is of the poorest type. Toilet facilities in these annexes of School No. 13 are so meagre and so remote from the classrooms as to be a source of much discomfort and probable ill health.

The classrooms in the residential annex of School Building No. 93 are so poorly lighted, so irregular in shape, and so wretchedly decorated that little can be said in their favor. Some of the most congested classrooms in this building could not be photographed. Rooms housing thirty-five children

are too short and too narrow for reasonable photographic results. Illustration No. 43 shows one of many poor classrooms in School No. 93.

The very long classroom in Illustration No. 44 shows how unwise it is to expend money on adapting a colonial mansion for school purposes. No other arrangements of desks is advantageously possible. Some children face the light, while other children are practically deprived of all light. A

ILLUSTRATION NO. 43

The children are handicapped by being placed in this annex to School No. 93, where there is barely enough light for school work. These children should be placed in a cheerful and wholesome classroom.

fire escape which does not permit children to escape to the ground level is shown leading from the door on the right.

Illustration No. 45 shows a room which may be duplicated frequently in Baltimore. The major portion of the natural lighting comes from the rear. The children are so close to the blackboards that they can read the blackboard writing only with difficulty. The artificial lighting suffices for a few children in the center of the room. The unjacketed stove and the coal hod occupies much desirable classroom space. The only redeeming feature about this classroom is that it has been kept clean.

In Illustration No. 46 is shown the result of changing a shop into a school. Cross lights result from the trilateral lighting. On stormy days, wet clothes hang about the classroom. The whitewashing of the walls has improved the condition of the room.

The boys shown studying in Illustration No. 47 are confronted with many handicaps. The dingy and cracked walls, the inadequacy of natural

ILLUSTRATION NO. 44

Classrooms like this in the annex to School No. 93 present a maximum of difficulties for teachers. This room is 17 feet long and 42 feet wide, instead of 32 feet long and 23 feet wide. This fire-escape is of interest, as it leads to the floor above and not to the ground below.

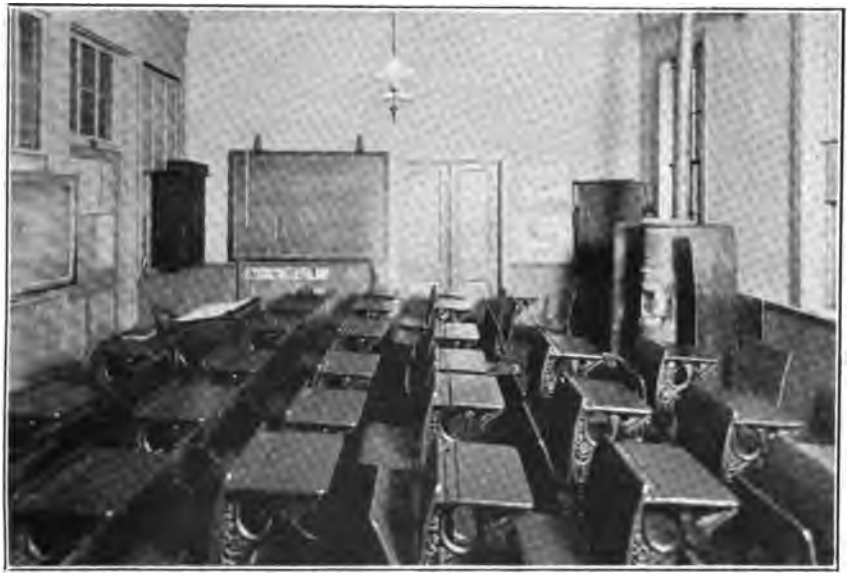


ILLUSTRATION NO. 45

In School No. 107 classrooms are found to which natural light is admitted from the rear only. Note the proximity of desks to the front walls, the method of heating and the meagre equipment.

and artificial lighting and the congested condition of the classroom, are typical conditions to be found in the Lafayette Junior High School.

Illustration No. 48 shows the very defective natural lighting of a classroom. The blank wall between the two windows should never have been permitted in the lighting of this classroom. These girls have 10 square feet of floor space, instead of the minimum standard of 15. This indicates the degree of congestion.

The only commendable feature about the equipment of Illustration No. 49 is the teacher's desk. The dingy walls and inadequate desks of this classroom are very unsatisfactory elements in this situation.

ILLUSTRATION NO. 46

A makeshift classroom in the annex of School No. 112. The whitewashed walls give an impression of brightness which is increased by the windows on three sides of the room. Other undesirable elements are the exposed stove and the lack of cloakroom facilities.

Only recently have the electric lighting fixtures been installed in the classroom of Illustration No. 50, which is so meagerly provided with natural light. The window area of this classroom is only 12 per cent of the floor area, instead of 20 per cent.

Instead of one classroom for the boys shown in Illustration No. 51, two of the same size should be provided to take care of this group. Note that it has been necessary to crowd desks together, to seat three pupils in two seats, to place seats directly against the walls and to provide little space for the teacher.

ILLUSTRATION NO. 47

A first floor overcrowded classroom of the Lafayette Junior High School. The walls are a dirty olive green, half of the limited window area is painted and only two outlets of artificial light are provided. The boys are compelled to sit directly against the rear and side walls.

ILLUSTRATION NO. 48

The blank wall space between the only two windows of this classroom means that many girls are deprived of adequate light. Each of the forty-two girls enrolled in this class in School No. 40 is allotted only 10 sq. ft. of floor space instead of the minimum standard of 15 sq. ft.

Many features of the classroom in Illustration No. 52 are to be commended. The banking of the windows, the suspension of radiation from the walls, and the placement of blackboards at proper heights, as well as the provision for display of school work, are good features of this room. The room, unfortunately, however, has been built on the wrong axis, unnecessary windows have been placed at the front of the room, and the desks are all of one size and non-adjustable.

ILLUSTRATION NO. 49

The double desks, dingy walls and 15% ratio between windows and floor are obvious faults of this classroom in School No. 99.

Probably no better classroom is to be found in Baltimore than the one shown in Illustration No. 53 of School Building No. 22. In many respects this classroom is a model. The placement of windows at the left, with the dead wall space to the front of the classroom preventing the glare on the blackboard and making the writing legible from all parts of the room, proves its value in this picture. The cloakroom is under teacher control. The radiation is on the window side of the room. Double shades are properly hung at the center of the windows. Numerous evidences of care on the part of the teacher and pupils to make the room more attractive are to be found. The standards of window space, floor space and air space have been met in this room. The inequalities in the opportunities provided children in the school system of Baltimore become very evident, when the privilege of attending school in this room is contrasted with the necessity of attending school in some of the other classrooms shown in this series.

ILLUSTRATION NO. 50

Many Baltimore classrooms have a ratio of less than the standard of 20% between window area and floor area. This classroom in the Robert Eden School has its ratio reduced to 12%. The sombre colored walls accentuate the lack of adequate light in this room.

ILLUSTRATION NO. 51

This room in the Chevalier D'Animour School is so small that there is not space for aisles between the single desk. These desks are therefore placed together and in some instances three boys are required to use two seats. The room has 11 sq. ft. of floor space per pupil, instead of 15 sq. ft., the standard, and 14% window area to floor area instead of 20%.

ILLUSTRATION NO. 52

One of the new classrooms added to School No. 99. The banking of the windows is a commendable feature. The room, however, was laid out on the wrong axis, as its width exceeds its length. The windows at the front of this classroom should have been omitted.

ILLUSTRATION NO. 53

A superior classroom in School Building No. 22. The windows are banked. A dead wall space at the front of the room prevents blackboard glare. The cloakroom is under teacher control at the front end of the classroom. The shades are properly hung.

SPECIAL ROOMS

(Item V, Strayer-Engelhardt Score Card)

Under the changing social and economic conditions it is becoming increasingly important to introduce a richer curriculum into the public school systems. The limited curriculum for which the regular classroom suffices is no longer adequate for the public schools of American cities. It is now considered just as essential that the physical well-being of the children in school should be given attention; that children should be privileged to engage in wholesome, health-promoting play, and that the school should furnish them opportunities to receive instruction along pre-vocational lines in order that better individual adaptations may be made. The possibilities for thus providing for children are almost entirely dependent upon the inclusion of adequate special rooms in the public schools.

In very few of the public schools of Baltimore are found the types and the number of special rooms needed. Only seven of the schools were given a score of more than half of the maximum possible score—140 points. Seventy buildings scored between one-fourth and one-half of the total possible score, while seventy-four schools scored less than one-fourth of the total possible score. These scores clearly indicate that in most of the elementary schools of Baltimore the special rooms are either insufficient in number, inadequate, or lacking entirely.

For an adequately equipped large elementary school, the following special rooms are considered desirable:

Large rooms for general use; playroom, auditorium, study hall, library, gymnasium, swimming pool, lunchroom.

Rooms for school officials; principal's room, teachers' room, nurse's room, janitor's room.

Other special service rooms; manual training room, domestic arts room, storerooms.

Baltimore has made very little provision for large rooms which may be used as playrooms. This lack is particularly felt because of the very inadequate provision of playground space in most of the schools. Many of the buildings have unused and unfloored basement space, which with proper planning could be used for play purposes.

An auditorium in an elementary school not only makes for greater flexibility in the program of instruction and in the handling of special rooms, but it also enables the school to serve as a true community center. Baltimore has provided auditoriums in only twenty-two of its schools. Some of them have been converted into classrooms. Illustration No. 54 shows how School No. 63 is deprived of the use of its basement auditorium by having it converted into two classrooms.

ILLUSTRATION NO. 54

Most elementary schools lack such special rooms as auditoriums, playrooms and the like. School No. 63 has been deprived of its auditorium, as it was necessary to convert it into two classrooms. Such classrooms are, as a rule, unsatisfactory.

ILLUSTRATION NO. 55

School No. 51, showing the difficulties encountered in placing auditoriums in the basement. The pillars obstruct the view and the room is low. It is particularly undesirable that the audience face windows in an auditorium, as is done in this case.

Illustration No. 55 shows the auditorium in School No. 51, part of which is being used for a classroom. The undesirability of placing an auditorium in the basement is shown very clearly in this illustration. The large supporting pillars, which partially obstruct the view of the stage, as well as windows in the front of the auditorium into which the audience is compelled to look, are two of the objectionable features of this auditorium.

ILLUSTRATION NO. 56

The only library facilities provided the 780 students of the Colored High School. This room is also used for a teachers' lunchroom.

Nineteen of Baltimore's schools have been credited with having made some provision for school libraries. Usually this provision consists of a few reference books stored, perhaps, in the principal's office or scattered through the bookcases of various classrooms. In no school was the provision satisfactory enough to be given a perfect score on this item. The school library should be located in a well-lighted room, easily accessible from all parts of the building. It should be artistically decorated and adorned with good pictures. Provisions should be made, not only to make the room attractive, but to make it possible for a great many of the children to use the books of reference, current magazines, and other desirable literature. The lack of provision for school libraries in Baltimore cannot be excused upon the ground that Baltimore is maintaining a public library system which deserves commendation. The library facilities of a high school should be very superior. Such provision as is made for the seven hundred and eighty students of the colored high school is clearly

absurd. This large group of students has been furnished the small room shown in Illustration No. 56 for reference and library purposes. This room is also made to serve the teachers of the building as a rest and lunch room.

In the provision of gymnasium facilities for elementary schools, Baltimore has been even more remiss than in its provision of libraries. Only eleven of its schools have rooms set aside for this purpose. This shortage of gymnasiums, combined with the lack of play rooms and the very inadequate playground space provided, makes it extremely difficult to develop a constructive program for health-building in Baltimore. A large part of the physical work must be carried on in the form of set calisthenics within the classrooms unfitted for such purposes. Many cities have already realized that an investment in gymnasiums, swimming pools, and shower baths for elementary schools, as well as high schools, brings a very large return in greater health and better sanitary conditions. The gymnasium should never be located in a section of the building where a maximum of free ventilation is not possible. The placement of gymnasiums in the basement with little or no natural light and no window ventilation, as has been done in the Girls' Eastern High School, usually proves to be most unsatisfactory.

Children who are required to eat their luncheons at school should be provided with a room set aside for luncheon purposes. This lunchroom should especially be made a part of all schools where children come from more than the usual distance. In most lunchrooms there should be the possibility of securing hot lunches. In large junior and senior high schools especial care must be taken in the location of the lunchroom in the building; in properly equipping the kitchen; in arranging for service free from confusion; and in satisfactorily lighting and ventilating all rooms. The lunchroom in the Eastern High School presents an example of the resulting confusion when such details are neglected in the original planning.

Rooms for School Officers.

Large elementary schools should have an adequate principal's office, consisting of a small reception room, a small private office, equipped with a vault and filing cabinets, and other office conveniences. This office should be centrally located for the easy administration of the building and should have adjoining it storerooms, medical inspection rooms, and other such special rooms. Many of the elementary school buildings have made no provision for this special room. Illustration No. 57 shows the principal's office of School No. 63. This is one of the better and more attractive of these offices, although its equipment is meager.

Illustration No. 58 shows the principal's office of School No. 21. This office has thirty-two square feet of floor space under a stairway. It is three feet high at one end and seven and one-half feet at the other. This build-

ILLUSTRATION NO. 57

The spacious, moderately well equipped principal's office of School No. 63. Even though this is a better office than is found in a large majority of the elementary schools, many aids to efficient administration could easily be added.

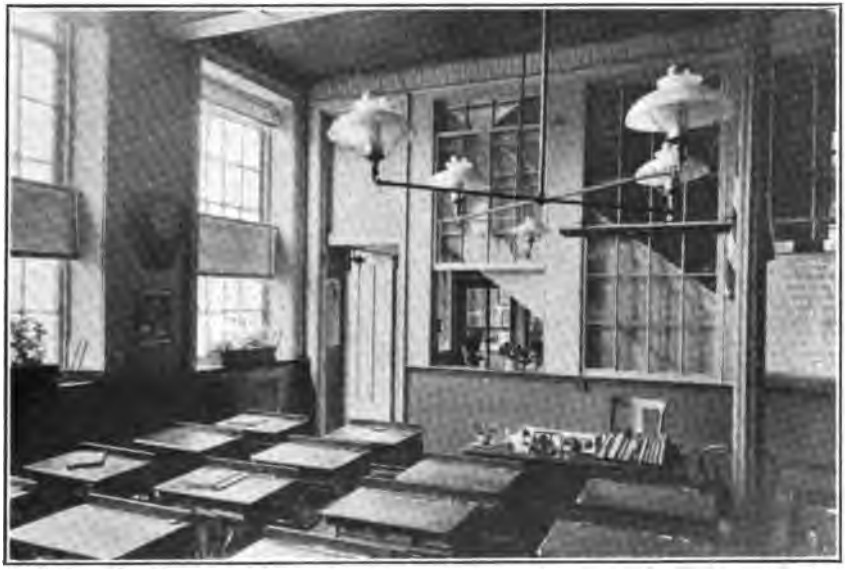


ILLUSTRATION NO. 58

In sharp contrast even to the office shown in Illustration No. 57 is this principal's office in School No. 21. Here 32 square feet of floor space under the stairway are allotted for this purpose. This room is 3 feet high at one end and 7½ feet at the other. Adequate provision for the office of the principal should be made in every building.

ing houses practically four hundred pupils, and all the work of administration, all the dealings with pupils, teachers, and parents must be done in this makeshift. It is as absurd to have a school building without an office room as to have this feature lacking in a factory or large commercial plant. Indeed the efficiency of the school may be dependent upon the dispatch developed in office routine, a result to be obtained only from sufficient office space and proper equipment.

In a majority of the schools of the city some provision has been made for a rest room for teachers. In very few of these cases, however, have the rooms been made attractive or equipped with anything other than a gas plate stove and a table. These rooms should be made attractive and should have provision for quiet and rest. In a number of cases, where no other provision is made for the teacher to study, these rooms should be provided with some desks in order that the teachers may use their spare time for preparation purposes.

In only a few instances has Baltimore provided special rooms for the work of the school nurse. In most buildings an end of the hall, the principal's office, or some unused corner must serve. The treatment at school by the school nurse of many minor physical defects and non-contagious diseases has proved to be a splendid investment for those cities which have supported adequate health service. A room where this kind of work may be quickly and thoroughly done will save its cost many times over.

Baltimore has given very little attention to the special rooms for caretakers. In only two or three of the better buildings is the caretaker given a room where he may keep his supplies, records, and other equipment. He should have for immediate use the carpenter's, plumber's, and engineer's tools necessary for the emergency repair and the proper upkeep of the building and its mechanical service systems. Properly trained caretakers can do much to prolong the life of furnaces, boilers, plumbing fixtures, etc., if they have the material and conveniences with which to work.

Other Special Rooms.

All elementary schools should be at least equipped with laboratories for work in household sciences and with some form of manual training or shop work. Thirty-four elementary schools in Baltimore have manual training rooms and thirty-eight schools are equipped for work in domestic science. The poorly lighted manual training room of School No. 99 is shown in Illustration No. 59.

The special rooms needed in junior high schools and senior high schools depend entirely upon the courses that are offered. In the junior high school buildings practically none of the special rooms that are being used for instruction in such special subjects as household arts, manual arts, and the

ILLUSTRATION NO. 59

In manual training rooms, it is highly desirable to have natural light. In this room of School No. 99 there is a 3% ratio between window and floor area instead of the standard of 20%. This room is also only 8 feet high, and benches are too close for the best kind of work to be done.

ILLUSTRATION NO. 60

Thirty-one chemistry students, seventy-one biology students and eighty-five students in general science have this room as their only laboratory in the Colored High School.

commercial arts are properly equipped. Since all of the junior high schools are converted buildings, having formerly been utilized as elementary or high school buildings, it is to be expected that this criticism could be made. The whole program for special room facilities and equipment in the junior and senior high school buildings must be studied very carefully when such buildings are being planned.

Even in the high schools the equipment and room provisions for the teaching of the various science subjects is far from adequate. Illustration No. 60 shows the poorly located, meagerly equipped science laboratory, which must serve all the students in the colored high school. This room must serve for biology, chemistry and general science and as a consequence, cannot be properly fitted for efficient work in any one of the three branches.

Adequate storerooms, conveniently located and properly safeguarded from fire risks, are a very material item in the proper administration of any school building. Rooms or closets, which are called storerooms, are found in practically every building in Baltimore, but the very low scores received on this item by most of the buildings would indicate that they are far from meeting the standards. In many of the buildings supplementary readers and similar material are stored in inaccessible places about the building, or even in the cloakrooms and in the corridors. Under such conditions it is impossible to keep an accurate record of this material and much valuable time is wasted in assembling the material when needed. This item is one of the most easily remedied of all the special room needs and any program of remodeling school buildings should make definite plans for adequate and properly placed storerooms.

It is very evident from studying the scores given to the Baltimore elementary and junior high schools for the special rooms that almost no attention has been given to this important list of items in the building of most of the schoolhouses in Baltimore. It is obviously desirable that the reconstruction or remodeling of any of the present buildings should make definite provision for a number of these special rooms. Any new construction will, of course, care for them. The work in school, which is made possible by the equipment of the school, with play rooms, gymnasiums, shower baths, adequate administrative rooms, nurses' rooms, and laboratories for special subjects, will do much to improve the attendance and increase the holding power of Baltimore's public school system, and the returns on the investment will be very evident, in the form of increased contentment among the children, a higher degree of adaptation to the needs of the individual child, and a general increase in the intelligence of Baltimore's future citizens.

DESCRIPTIONS OF THE INDIVIDUAL ELEMENTARY SCHOOLS.

In order to supplement the general description of the school building plant in Baltimore, a brief description is given in the following pages for each of the school buildings.

In every instance, the conditions which need improvement are discussed and recommendations made, whenever it is deemed necessary, that the building should be part of the program of abandonment.

This description of the individual buildings may be considered as supplementary to the report which was made by the Council of the Allied Associations of Public School Teachers of Baltimore which was published February 28th, 1920, and which gives a detailed statement of conditions as they existed then for each of the schools within the old city limits.

SCHOOLS FOR WHITE CHILDREN

School No. 1, Edgar Allan Poe

This is a three-story school building with unprotected stairways and without any fire escapes. The stairways are particularly treacherous with respect to their construction. The outside toilets provided in this building were in an exceedingly filthy condition at the time of the visitation. The supervision of janitorial service and maintenance of buildings should be so thorough as to prevent a situation like this existing in any school in Baltimore. The third floor of this structure is used for assembly purposes. Such a practice may result in great disaster in a school building which is as unprotected as this one is. Situated as it is in close proximity to the business section with totally inadequate playground for boys and no playground for girls, with noisy car lines on two sides, and poorly lighted classrooms, it is a question whether it should be continued for any period for school purposes. It is listed in the school directory as a junior high school. Its facilities are very limited for such purposes. If junior high schools are housed in this type of building in Baltimore, their success will be a matter of grave question.

School No. 2, Almeda

In this building is found repeated a situation which is duplicated in many other structures. The classrooms have been wired for electricity, but no fixtures have been attached. In other words, the small expenditure needed in order to make these rooms satisfactory on dark days has been saved, bringing no returns at all from the expenditure which has been made for wiring the whole building. If the money used in installing the automatic sprinkler system in this building had been spent for electric lighting the results would have been much more satisfactory. It is questionable whether an automatic sprinkler system should ever be installed where the construc-

tion is fire proof as is true in this building. The site of this building is very inadequate, as there have been provided only 11.3 square feet of play space per child. Unfortunately the natural lighting is also below standard, as 14 rooms have less than even the low amount of 15 per cent. between window area and floor area.

School No. 3, Patterson Park

This is a type of building of which many were built in Baltimore, namely, small buildings with a corridor running through the center, separated from the classrooms by glass partitions. These glass partitions also exist between classrooms providing a minimum protection in case of fire. The incased stairways in this building are very poor substitutes for fire wells. Most of the classrooms have a north or south exposure, indicating again the lack of consideration of the orientation of buildings when the school building was planned.

The practice of placing heating furnaces in pits in the basement which has been followed in this school adds greatly to the difficulties of caring for the heating plant and should not be continued.

School No. 4, Henry Lee

When one of the local exemption boards was utilizing this school building during the war it found it impossible to perform its duties satisfactorily without installing electricity. Such an installation was made in those rooms used for draft board purposes. Other rooms are still required to utilize the ineffective gas light which is provided.

The stairways in this building are exceedingly open offering practically no protection from fire or smoke. Some of the repairs which are needed in this building include repairing the leaky roof under room "N," providing electric lights in classrooms and basement, providing a basement drain, making the toilets respectable, and providing fire escapes from the third floor. The space about the furnaces should be fireproof. This building will continue in service for a long time. The difficulty of passing from the third floor front rooms to the ground level should be remedied immediately.

School No. 5, Wells and McComas

This building should be abandoned soon for the instruction of white children. The site is inadequate as only 10.2 square feet of playground space are provided for each child. The stairways in this building are particularly dangerous, four turns being required in passing from the second to the first floor. In some instances classes must pass through other classrooms in order to get to the outside from the second floor. This is a very questionable policy to permit. One classroom has its light cut off by stairways.

The old shacks to the rear add to the fire danger and to the undesirability of the environment.

School No. 6, William Fell

This is one of the best school buildings in the city. Not only have many of the standards been met in this building, but provision has also been made to utilize it to a great degree for community purposes. The policy pursued in connection with this building of making it a community center should be followed in many other instances in Baltimore.

Among the elements to be commended are fireproof stairs, fire doors, electric clocks, toilets on second and third floors, dental clinic, the cloakrooms under teacher control, showers open to the public, washbowls, and hot water. The placement of the auditorium-gymnasium in the basement is not as satisfactory as it might have been if a larger site had been provided.

School No. 8, Stephen Decatur

This is a two-story brick shell with a highly combustible interior. There are no fire escapes on this building and it is otherwise unprotected from fire danger. Adequate provision should be made immediately for this purpose.

Artificial lights should be provided since there are fourteen rooms in this building which have a percentage below 15 per cent of window area to floor area.

Toilets should be provided within the building, and other repairs made so as to place this building in good condition.

School No. 9, Alicia Crossland

This building is a fire trap, without fire protection and without fire escapes. When visited the combustible material stored under the main stairway added another element of danger to the situation. The stairways are particularly defective in their construction.

The natural lighting of classrooms is very poor, especially in rooms on the first floor. The attempt to secure light for rooms where tall buildings adjoin, by providing deflecting screens with prismatic lights, has proved to be unsuccessful.

There is little to commend itself about this particular building. Early abandonment is recommended because of its close proximity to the commercial center and because of its faults.

School No. 10, McHenry

This building will remain as a part of the school plant of Baltimore for a long period. It is unfortunate that it is located in such close proximity to the open market on Hollins Street, but it does not seem possible to have this condition remedied so that the class work will not be interfered with.

The stairways in this building may very readily be made into fire wells, thus adding to the fire protection.

The complete interior decoration of this building is recommended. The dark green color scheme which exists in so many school buildings should give way to a standardized sea green or light buff color for the walls, with a light cream for the ceilings and with coloring of the wainscoting, wherever it exists, to harmonize with this color scheme.

The site for this building is inadequate, only 17.7 square feet being provided per child.

School No. 11, John Stricker

This is one of the few schools in the city on the playgrounds of which much playground apparatus has been provided.

The very poorly planned wooden fire escapes cut off a maximum amount of natural light from classrooms. The corridors are poorly arranged, and changes should be arranged whereby easy exit is provided for all children.

The building has little to commend it, but it will probably be necessary to utilize it for an extended length of time. The site should be added to and the building put into as good repair as possible.

School No. 12, Michael Warner

The lack of play space, the small rooms, the inaccessibility of the toilets, the glass partitions and the narrow corridors, together with the general appearance of this building, condemn it for future use. It should no longer be utilized for school purposes.

School No. 13, Tench Tilghman

The playground for this school provides only 7.7 square feet per child, and ten rooms have less than 15 per cent ratio between window area and floor area.

The new part of this building is in good condition, although the basement of the new part should have been much better lighted when constructed. This might have been done by the construction of air areas about the windows and the elimination of the fence to the rear. The old section of this building needs extensive renovation and redecoration. Especially should such elements as artificial lighting and fire protection be cared for.

This building is very badly overcrowded. It has children in annexes—in dwellings and in what was formerly a saloon. The conditions under which these children are housed in the annexes cannot be too severely condemned. Practically every element in the situation is most undesirable and probably is leading to poor health, poor instruction, and a hostile attitude on the part of the children toward school in general. Immediate attention should be given this very serious problem so that all the children who should be a part of School 13 may be properly housed.

The building can be added to providing the entire square, or a very large part of the square about School 13, be secured for school purposes.

School No. 14, Sidney Lanier

This building was in a clean condition and in a fair state of repair when visited. The stairways are a bad type. The wooden fire escape in the rear, with the doors at the bottom, is one of a type of which there are many in Baltimore and which should not be tolerated longer in the school system. The possibility of having the doors locked and having the fire escape itself burned is too great for much reliance to be placed in such an equipment. The parents of Baltimore should not lull themselves into believing their children are safe when such exits are provided.

Other repairs which are needed in this building include the lowering of blackboards which are too high, such as in room "F," the adjustment of seats which do not provide for proper passage in case of fire drills, such as in rooms "I" and "J," and the placement of seats at proper distances from radiators.

These faults are frequently duplicated in other buildings, and the same remedies should be there applied. Electric lights should be provided in this building, and it is desirable that the basement be given a cement floor.

School No. 15, Benjamin Franklin

The playground of this school is inadequate, although playground apparatus has been installed to a degree not found in the case of many other buildings.

The glass partitions between classrooms and corridors are very bad. The fire escape is a wooden firetrap. When visited the door to this fire escape was locked and the key was not available, although the janitor was supposed to unlock the fire escape every morning.

The drinking fountains should be removed from the toilet rooms. The Board of School Commissioners should adopt the policy of removing all drinking fountains from all basement rooms.

There is little about this building to commend it, and the program should include its abandonment at an early date. Every action should be

taken, however, to make the building absolutely safe for children and to provide adequate light.

School No. 16, Henry Stevenson

This building is located on a small site, in a very congested section of the city and in close proximity to school building No. 45.

It scores less than 400 points. It is a small building and its abandonment will mean little loss to the city.

School No. 19, Samuel Chase

This building is one of three buildings located on the same lot. These three buildings provide an example of a duplication of principals, a multiplication of heating plants, and an arrangement which adds greatly to teaching and disciplinary problems, which ought to be eliminated from the Baltimore schools. There is little about this structure to commend it. The wooden fire escape, the unprotected central stairway, the poor toilets, the poor equipment, and the unsuitable seating arrangements are all bad elements in the situation.

The program for these three schools should be: early abandonment, the selection of a larger site, and the provision of a schoolhouse which will care for all of the children of this section.

School No. 20, Robert Eden

The filthy, insanitary basement toilets of this school are examples of what results when toilets are removed from the supervision of teachers. In modern school buildings, toilet facilities are eliminated entirely from the basements and placed in sections on the floors on which children are taught.

The site for this school is very small, with only 8.6 square feet of playground space per child.

The rooms are poorly lighted and to add to the difficulty are painted a dark green, with a blue-drab base.

Although the building has very little to commend it, at the time of visitation a new heating plant was being installed in a most wretched-looking basement. The floors of this building slope, the ceiling sags, and in one place the joists of the first floor rest upon the ground. This building should have a minimum of expenditure placed upon it, and should be a part of the early abandonment program.

School No. 21, Francis Nicholson

The glass corridors between the classrooms in this building present some of the most glaring faults of this kind of construction. The cross-lights

are exceedingly irritating. In this building where corridors are not provided between the classrooms, classrooms open into one another, requiring a maximum of passage through them, and the difficulties of conducting recitations are greatly increased. Some of the classrooms in this building are exceedingly crowded, so that very little space is provided for the passing of children, even though the classrooms have to be used in place of corridor passages.

Seats are so located that doors cannot be readily opened. To add to the confusion, hinged blackboards, opening out into the classroom are used. The hinged blackboards should not be made a part of any new construction in Baltimore. Wherever they constitute an obstruction to passage, as they do in this building, they should be removed. The hinged blackboard is supplanted in modern school construction by sliding sections of blackboard at the front part of the room. These sliding sections provide all the conveniences which are possible in the hinged blackboard, and also do not obstruct passage.

On the exceedingly steep fire escape of this building no wall handrails have been provided. This is a common fault of the fire escapes in Baltimore. Wherever fire escapes are continued in use, handrails should be provided on both sides, and where fire escapes are exceedingly wide, so that more than two rows of children may pass down, a center rail should be built to provide for handrail protection for children who are in the center.

School No. 22, George Washington

School No. 22 is one of the best school buildings in the city. The splendid classrooms, which meet most of the modern school building standards, and well-planned corridors, as well as the stair fire wells into which all rooms open, are very attractive features of this building.

It is unfortunate that the classrooms have not as yet been decorated. Such provision should be made early.

The playground site is, however, inadequate in this case, as in the case of most other schools. More land should be bought and additions should be planned to this building so that more children will secure the advantages that are offered here.

School No. 23, Wolfe

The broken window-panes in the classrooms of this building are an indication of how slowly the repair department of the city has worked in making the minor repairs which are essential for the comfort of children and teachers. Three window-panes in one classroom apparently have been broken for some time, since they are covered with paper, while just adjoining in another window three more window-panes are broken. This condition

exists to a glaring degree throughout the school system. Broken window-panes, broken toilet seats and other toilet equipment, broken drinking fountains, seats which need attention and door catches which should be repaired, can be found in almost unlimited numbers throughout the school system.

This building is poorly provided with protection against fire. Fire escapes are lacking entirely. The wooden stairways are of open construction and of questionable use in case of fire.

In this school much effort is being made by principal and teaching staff to provide for instruction beyond the mere book type which has prevailed in the past, but rooms equipped for this purpose are lacking entirely and greatly handicap the progress of this work.

The site is most inadequate, providing only 2.7 square feet of playground per child. The building is a small one and has little to commend it.

School No. 24, Canton

Because of the tremendous overcrowding in school building No. 24 and the very wretched condition of school building No. 38, little money should be expended on this building.

The site is very inadequate, and the portables opposite the school are crowded in on another site which adds nothing to the play space.

The stairways in this building are particularly treacherous. In all new construction, doors should not be placed at the top of stairways, opening directly upon the stairway and thus preventing children from adjusting themselves to the passage down the flight of stairs.

The toilets are in bad condition, the wooden fire escape is inadequate, and artificial light is lacking entirely where needed in classrooms and corridors.

The meagre equipment and barren appearance of classrooms and kindergarten give evidence that this building has been very much neglected.

School No. 25, Henry Fleet

This building is an example of the very worst kind of school building planning. The stairways have a maximum number of turns and would add to the confusion of the children in their haste to leave the building in case of danger. No fire escapes are provided.

The building is in a congested section and is wholly unequipped to provide for the community needs of its people. School No. 6, in the same vicinity, has the facilities which should be duplicated here.

The toilets are particularly defective. The very inadequate provision made for teachers' toilets in this building is duplicated in many other buildings of the school system. Buildings should be equipped with teachers'

rooms, which have adequate toilet facilities adjoining. The separation of one toilet seat in a basement toilet for the use of teachers is a very unsatisfactory solution of this problem and should not be continued.

This building should be equipped with new, modern desks, with artificial lights, and provided with adequate fire protection.

School No. 26, Leonard Calvert

A totally inadequate site, very dark classrooms, a musty interior, gloomy wall decorations, inadequate stairways, and complete lack of fire protection, all combine to make this building an undesirable element of the Baltimore school plant. This building should be abandoned at the earliest possible moment.

School No. 27, John Rodgers

This is one of the best schools in the school system. It is in very close proximity to School No. 77 and is overcrowded. It lacks provision for play.

The plenum chamber in this building, through which fresh air is taken and passed into the classrooms, was very dirty at the time of visitation. It was also used as a storeroom. This practice cannot be too severely criticised. The Board of School Commissioners should prohibit the use of plenum chambers as storerooms, and should require that they be properly cleansed and maintained in a clean, wholesome condition at all times. The effectiveness of a mechanically operated air supply system is greatly decreased by having unclean plenum chambers.

Unfortunately, when this building was planned, the cold air inlet was placed below ground level. In all future construction, the cold air inlet should be placed at the second story level or above in order to prevent unnecessary dirt and dust from being pulled into classrooms.

School No. 28, Webster

This very antiquated, poorly equipped public school building stands in marked contrast to the splendid newly constructed non-public school structure on the opposite street corner. The building is heated with coal stoves, glass partitions stand between classrooms and artificial light is lacking. There is a minimum of play space and wooden fire escapes are part of the inadequate facilities offered. There is no redeeming feature about this building.

School No. 29, Horatio Sharpe

The principal of this school has great difficulty in persuading children to attend it. The building should never have been built where it stands, as

it is on the fringe of the railroad territory. Colored families are moving into this locality so that the school should soon be abandoned for white children. It may be put in fair condition and used for a short period for colored children but eventually should be abandoned entirely, the children of the school going to a larger and better-equipped structure.

School No. 30, Christopher Gist

This is one of the group of three school buildings located at Hollins and Monroe Street. The efficiency of the building has been almost totally destroyed by an investment of approximately $5,000 in concrete and steel fire corridors placed on the second floor levels. The lighting of the majority of classrooms in this building has suffered most disastrously from this kind of construction. The future of this building should be taken into consideration with school buildings 19 and 48. Unprotected ceiling joists with a large number of sources of fire danger, poor drainage from the toilets which have been located in inadequately lighted rooms, furnaces, sunken pits and lack of artificial lighting in the basement add to the undesirable features of this building. In this connection, it should be said that no new buildings should be erected in Baltimore where the window ratio for toilet rooms does not reach the standard requirement for classrooms, namely, 20 per cent ratio between window area and floor area.

School No. 31, Henry Schroeder

The possibility of constructing stairways so as to cut off all natural light from the corridors is made a reality in this building. It is a type of construction which has prevailed in many cases in Baltimore. The building itself is well maintained. It is probably the best maintained building of the older buildings in the city. Apparently much of the credit is due to the principal and the janitor. This building is situated in a section which is gradually being occupied by colored families. It, however, must remain as a part of the elementary plant for white children for some years, as there is no other building in this locality for white children to attend who come from the north and the east of the district. The playground is totally inadequate.

School No. 32, Guilford

In this building, where the stairways present as many dangers as can be found in connection with the stairways of any building in the city, the smaller children are housed on the second floor and the older children on the first floor. It would seem essential, since this practice prevails elsewhere in the city, that the Board of School Commissioners pass a regulation requiring that the younger and more immature children be housed on the

lower floors, where possible, in order that they may have the advantage in passing from the building in time of danger. The exit doors from classrooms to the wooden fire-escapes at the rear were opened only with difficulty by the surveyors. This, no doubt, was due to the fact that the fire-escapes were not utilized for fire drills, as was reported by those in charge. The training of children to use fire-escapes, even though they are of the wooden variety found in Baltimore today, should be required of all schools. Such training would stand the children in this building in good stead in case of danger because of the unfortunate construction of the stairways. In all cases where fire-escapes remain as part of school construction, wire glass should be used in all windows below or abutting on the fire-escapes. This should also be done in the case of all windows and stairwells or fire towers.

School No. 33, Armistead

This building is one of a group located in the southern section of Baltimore apparently without any reference to any definite building program. It is a small building, in which most of the acceptable standards of school construction have been violated. On one of the days of visitation, January 14th, 1921, the corridors and classrooms were so dark that the surveyor could scarcely see to write his notes in his note book. The principal reports that he has a hard struggle to keep this school going. From the equipment and facilities provided, it can be readily seen why children do not wish to attend this school. The school can, however, be put into first-class repair and maintained for an extended period. Adequate artificial light and adequate fire protection are two of the essentials that must be cared for immediately. Seven hot-air furnaces have been provided in this building to heat 12 classrooms, making one furnace for less than two classrooms. This is merely an example of what is found in many of the schools. The furnace method of heating should not be utilized in any new construction. Where present buildings are to be maintained over an extended period, the installation of a steam-heating plant is strongly advocated because of the economy of maintenance and the more satisfactory results to be obtained.

School No. 34, Barrister Charles Carroll

This building is handicapped because of its environment. The proximity of a glue factory and a hair factory, as well as the odors from burning meats which prevail at certain periods add to the problems of teaching. Built in 1895, its window lighting is superior to that found in most of the old buildings. The building has no fire-escapes, an inadequate heating system and no artificial light, except gas, which is not satisfactory. The building should be put in as good repair as possible. This includes redecoration of the interior.

School No. 35, Fort Covington

This is another building located on the fringe of its possible drawing territory, without regard to a building program of maximum efficiency. This school has a fair play site, providing 51.8 square feet per child. Railroad representatives have been purchasing land in this neighborhood which will reduce even further the possibility of securing enough children from this section to fill this building. At present the building has classrooms vacant. The building should be kept in as good a state of repair as possible until abandonment becomes necessary and this school can be consolidated with other schools in this district.

When this building was visited on January 14th, 1921, the basement was locked and the fireman had gone to his dinner. It was impossible to gain admission to the basement, since nobody had the key. It should be borne in mind that there are seven hot-air furnaces in this basement which are not satisfactorily protected from the rest of the building by fireproof enclosures. The practice of allowing the fireman to leave the building during school hours, which is the custom not only in this building but in other buildings, should be a matter of serious consideration on the part of the Board of School Commissioners. It is the opinion of the Survey Commission that the heating plants of a school building should be under constant surveillance during school hours.

School No. 37, Patrick Henry

This building has a fair site, with a playground area of 40 square feet per child. The building itself, however, has little to commend it. It lacks fire protection. Its artificial lighting is defective. Its dark olive green color scheme in classrooms and corridors is bad throughout, and the location of drinking fountains in toilet rooms is to be condemned.

The large room on the third floor should never be used for the assembling of large groups. Baltimore should endorse the policy of requiring that all school assemblies be placed at ground level or slightly above ground level with maximum provision for exit.

School No. 38, Chesapeake

With the exception of the Carroll Vocational School housed in the old Carroll mansion, the Chesapeake School is the oldest school structure in the old city limits of Baltimore. The four rooms in this building were built in 1853. The building is absolutely unfit for school purposes. It should be demolished and the children should be sent to a larger school built in this section south of Patterson Park.

School No. 39, James Calhoun

In this school also, drinking fountains have been placed in the toilets. Wooden fire-escapes have been installed. Because of its size, this building has little excuse for existence as part of the school plant of Baltimore. It probably will be needed, however, for some time and therefore should be maintained in the best possible condition. Special attention should be paid to fire protection and the lighting of classrooms.

School No. 40, Florence Nightingale

In this former high school building the attempt is now being made to conduct a junior high school. At the rear of this building some shops have been arranged in another old school building structure, namely, No. 7. The reasons for discarding this building for high school purposes are sufficient reasons for its being discarded for junior high school purposes. The building is a fire trap. Classrooms are poorly lighted. Artificial light is lacking to a maximum degree. The corridors are too narrow for the passage of children. The cloakrooms are poorly conceived, and the winding stairways are particularly dangerous. This high school should be housed early in a modern junior high school plant. In the meanwhile artificial light should be provided and fire protection should be arranged for, and other minor repairs should be made in order to make the building habitable.

School No. 42, Paul Jones

A fire gallery, with platform of wood and stairs of wood, running along one side and one end of this building presents another example of waste of city funds in the attempt to provide fire exits from school buildings. This expenditure was largely wasted.

The toilets to this building are particularly defective and inaccessible. The playground provides a minimum of space per child. Artificial lighting is provided in an inadequate degree. There are vacant rooms in this building. It probably will be possible to abandon it soon by making proper provision elsewhere for these children.

School No. 43, Dolly Madison

The wretched, dilapidated, old house adjoining this school building which is used for kindergarten classes presents one of the worst fire hazards imaginable for small school children. The kindergarten rooms on the second floor of this building are reached by stairways which afford absolutely no protection. The space below these kindergarten rooms was being utilized at the time of visitation, January 13, 1921, for the storage of barrels of oil and other inflammable material. In case of fire it would be impossible

for children to leave this building. The surveyors estimate that 90 to 100 per cent. of all the children housed in this building would lose their lives if fire developed here. The situation requires the immediate attention of the school authorities. The annex building should be discontinued for all school purposes.

The main structure of school building No. 43 has nothing to commend it. Its wooden fire-escapes, its fire-trap stairways, its exceedingly dark classrooms all combine to make this building unfit for school purposes. This building is utilized to a large degree by children who have come from other countries. In this wretched structure these children are given their first impression of American democracy. It is only by providing adequately for these children in modern schoolhouses with plenty of play space that the program of Americanization of these future citizens will be advanced with desirable rapidity and with satisfactory results.

School No. 45, Otho Holland Williams

If this structure was built after the location of the penitentiary on the adjoining site, it is another illustration of poor planning. The building stands today on the very fringe of its territory. The structure has little to commend it and much to condemn it. Visited as many as five times by the Survey Commission, it was found extremely overheated each time. The possibility of fire occurring in this building is great. There is only one interior stairway leading from the second floor. The rear exterior exit in its covered wooden walls is considered the worst kind of fire trap. Children going into this passageway would run the risk of being caught at the bottom, because the door opens only with difficulty. This building should be abandoned at the earliest possible moment and consolidation effected with other schools in the region.

School No. 47, Hampstead Hill

This school consists of two parts which have been kept in fair condition. The plant is the nearest approach to a modern junior high school plant that there is in the city of Baltimore. The score of the building places it among the best schools in the city.

The elements which require attention are better provision for fire protection, the reduction of the number of children housed in each room to the standard of forty or lower, and the more adequate provision for artificial light.

School No. 48, James Monroe

This building is one of the three buildings located on the same site at Hollins and Monroe Streets. There are wooden stairways leading to the

second floor and a wooden fire-escape in the rear. The lighting of the building is poor and the equipment is inadequate.

It is recommended that this building be placed in as fair condition as possible with a minimum expenditure of money, and that it be abandoned, together with the other two buildings on this site, at the earliest possible moment. Provision for a more adequate site will be necessary for the new building which is planned for this locality.

School No. 49, Robert E. Lee

This building has some attractive features about it, but unfortunately it was not planned for its present purpose. It lacks classroom space; its ventilating system requires immediate attention; the heating provisions are unsatisfactory; and redecoration is essential. The building will probably remain for a long time as part of the Baltimore school plant. The building is so planned that all children on entering school in the morning are required to pass into the basement before going upstairs into the classrooms. It seems unwise to give children their first impression of school in the morning by sending them directly into the basement when they enter the school. In all future construction entrances for children should be so planned that children may feel that school buildings are built for their use. The practice of requiring children to enter school buildings at the rear only is an unfortunate practice, and has resulted because of the poor planning of some Baltimore structures.

School No. 50, Clifton.

This is a good example of the kind of school building that ought never to be built. It is a small plant and, although children attend on part time and an annex is in use, there is no possibility of adding to the present structure. The winding stairway in the old section and the basement auditorium lighted inadequately from the rear only through the agency of five small windows are faults of construction in this building.

The classrooms of the new addition are most acceptable in many respects. This small plant must be continued for a long period for educational purposes. Artificial lights should be installed, and adequate protection made against fire dangers. If possible, the site should be added to in order to provide more than the present very inadequate 2.2 square feet of play space per child.

School No. 50, Branch

The children housed in this most inadequate school will be cared for in the newly planned Montebello School. The conditions in this building are so deplorable that it is hoped that the new Montebello School will be erected without delay.

School No. 51, Waverly

This school building is one of the best schools in the City and has many features to commend it. There are, however, many features in this situation which ought to be taken into serious consideration in planning new buildings in the outskirts. When this building was planned there was adequate open land in this locality to provide at least 100 square feet of playground space per pupil for 2,000 children. If one takes into consideration all of the land on which this building stands and subtracts the land occupied by the building itself, the total number of square feet of playground space is reduced to 52.8. This seems to be a much better figure than was found for most of the other schools. The playground, however, is broken up with walks, trees, lawn, and drives so that even in this outlying district adequate playground provision has not been made.

It also ought never to be necessary in an outlying district like this to build a school building three stories above the basement floor, as has been done in this case. Such construction requires a maximum of stair travel, which is highly objectionable when it can be avoided in schools.

It also would have been possible to have constructed this school so that the basement auditorium would have been properly lighted and would have presented a more satisfactory appearance. As it stands now, the auditorium is in the basement and the huge pillars necessary to support the floors above obstruct the view of the stage from the audience. The windows in this case are at the rear of the stage, requiring that the audience look directly into the light when productions are given in the daytime.

The stairways have not been cut off in this building in the form of stairwells. This might have been done in the original construction with a minimum of cost.

It ought to be very possible in this locality to secure at this time additional play space, even as much as six to ten acres, so that as this section develops a playground will always be available for the school children.

School No. 52, Rhinehart Junior High

This building ought never to have been called a Junior High School, because it bears no resemblance to one whatsoever. It lacks in every special room provision which should be made for such a structure. The building is totally unfit for school purposes and should be abandoned at the earliest possible moment.

School No. 53, Margaret Brent

This building is one of the better old buildings in the City, having been built in 1897. It must remain as a part of the school plant for a long time and should be put in the best possible repair. It is a three-

story building with no fire-escape and with semi-open stairways. It is not overcrowded and the rooms are kept in good condition.

Such improvements should be made as to provide proper radiation for room "D"; to secure proper drainage for toilets; to provide adequate teachers' toilets; to add lighting fixtures wherever necessary; and to provide adequate fire protection.

School No. 54, George Peabody

This school presents an example of what happens when the original structure is not planned for additions. When additions become necessary, the problem of locating stairways properly becomes a serious one. Such a problem is not satisfactorily solved when stairs lead directly from the second floor into the basement without provision for going outside on the first floor level, as is done in one case in this building. This stairway is probably as faulty as any found in the school system of Baltimore. The whole arrangement of the front halls and the stairways leading from them is to be condemned. The basement classrooms are less than fairly well lighted, although much effort has been expended in making them habitable. The exits to fire stairways or outside stairways in this building present an example of the fallacy of adding inside hooks to doors. These inside catches are easily fastened and in instances in this building cannot be reached by young children. No such inside catches or inside bolts should be permitted on exit doors, whether they are fire exit doors or the ordinary exit doors. Panic bolts should be installed on all such buildings. Where the panic bolt is attached to a lock, which prevents opening from the outside and permits of immediate opening from the inside, the best results are secured. This building should be studied carefully, in order to determine whether the construction will permit of a different arrangement of stairways. The playground in this case is better suited for school purposes, since it is all included in one continuous stretch.

School No. 55, Hampden

This is one of the large rambling structures to which additions have been made, although they were not included in the original plan. An attempt has been made to add to the playground, so as to make it more adequate. As yet, not nearly enough playground space has been provided, since the number of square feet per child is only 20.1. The wooden fire-escape is unsatisfactory. The approach to this fire-escape is through a classroom, which should never be necessary, because of the obstruction provided by teacher's and pupils' desks. This building will remain a part of the school plant over a long period. Its fire protection is not adequate, as it stands, nor is the artificial lighting satisfactory. Changes should be

made in these two respects. The interior decoration should also be a part of the reconstruction program.

School No. 56, Mount Vernon

The city of Baltimore cannot afford to take the risk of housing its children in this old wooden hotel. The building is wholly unsuited for school purposes. Although the children are housed only on the first floor, they should not be required to attend school in such a flimsy structure as this. An early change in the provision made for these children is most desirable.

School No. 57, Horace Abbott

Totally inadequate provisions are being made here for school children. Its site is part of a former cemetery. The building has nothing to commend it. A more adequate site suitable for school purposes and a modern building should be substituted at an early date for these children.

School No. 58, Woodberry

In the vicinity of this school there is much vacant land which ought to be secured early as the site for a new school building. A minimum of expenditure should be put on this building. The building is a very old building which lacks proper fire protection and is inadequately lighted. The playground site is most inadequate. As this section grows, the need for a new structure will become very urgent.

School No. 59, Louisa M. Alcott

This is one of the best school buildings in the city. Its playground and site have not been prepared for play purposes, although the site is better than the average in Baltimore in terms of the number of square feet per child, namely, 60.1. Additional space should be procured, in order to add to this site at the earliest possible moment. The building has very many attractive features, special attention having been paid to classroom equipment. There are a number of minor repairs to be made, such as fixing the showers, repairing the roof, providing additional fountain bubblers and the like.

School No. 60, Druid

The kind of stairway which extends from the first floor of this building to the second floor, with its landings absolutely dark, ought not to be made a part of future school construction. The building itself is very irregular

in shape and is another example of the need for planning the entire structure at the time the first plans are made for any school building. Part of this building is modern and satisfactory in many respects. The chief emphasis should be laid upon the protection against fire, a provision for better artificial lighting and the equipment of stairs with handrails. The playground is inadequate for the building, since only 25 square feet are provided for each child.

School No. 61, John Eager Howard

It would have been possible in the original planning of this building to have made stairwells instead of stairways. The building rates as one of the better school buildings in the city. Gas is the only type of artificial lighting provided and it is not sufficient in corridors and classrooms. This should be included among the minor repairs to be made. Drinking fountains which are located in toilets should be removed and placed where they are more accessible to children at all times.

School No. 62, Smallwood

This building will remain a part of the school system plant for a long period. It should be kept in the best possible state of repair. Its playgrounds should be increased in size to meet the standard of 100 square feet per child. The building is overcrowded at present and relief should be secured either through the junior high school program or redistricting of this section. The program of renovation should include decoration of the interior, better provision for fire protection and more satisfactory artificial lighting.

School No. 63, Walbrook

This building is another example of a gradual overcrowding of a structure to the point where no more children can possibly be added. A basement auditorium broken up into classrooms, classrooms cut off from corridors and other minor makeshifts are samples of what have been done in this building in order to provide for children. The classroom which has been cut off on the second floor from the main corridor presents a particularly dangerous situation. This classroom should be removed at the earliest possible moment and the originally provided passage for exit should be restored. It is most desirable to make provision whereby the auditorium can again be used for auditorium purposes. This building must be used for a long period as part of the school plant and therefore should have adequate playground provision made. The present arrangement is totally unsatisfactory.

School No. 64, Liberty

This new building has many attractive features about it. When originally planned, a large enough playground site was not selected. Additions to the playground are recommended so as to bring the necessary square feet per child up to the minimum standard of 100. The classrooms in this building meet many of the standards of modern construction, but in some respects they are particularly deficient. Rear lighting of classrooms as prevails in instances in this building proves to be most unsatisfactory, as is evident here, since shades are drawn, as a rule, over such windows. The stairways in this building have been very poorly conceived, as well as the side exits. Outside stairways open to the weather, and even unprotected with handrails as they are in this instance, should not be a part of modern school construction. Stairways constructed in one flight from floor to floor as is also done in one case in this building should not be permitted. All inside stairways in such modern construction as this should be enclosed in fireproof stairwells. It seems wise to bring this about at the earliest possible moment in this particular building. The location of another door in the boys' toilet will eliminate much congestion at certain times during the day. Other minor repairs are necessary.

School No. 64, Penhurst Branch

A new building is being planned for this section. It is exceedingly satisfactory to find that an adequate site is first being selected before the building is erected and that the building is being planned to take care of future additions.

School No. 65, Alexander Hamilton

A new building is in the process of erection at this point.

School No. 66, Westover

This building is an old structure which does not conform in any respect to modern school building standards. Its classrooms are lighted on three sides, it is heated with stoves, its stairways are extremely dangerous, its outside toilets are filthy, the playground is ungraded and unsatisfactory for play purposes, the school building is too small to secure proper classification of children and the wooden fire-escape is unsatisfactory. The use of this building should be discontinued early in the advancement of the building program. In the meanwhile it should be maintained in the best possible repair with a minimum expenditure of money.

School No. 67, Frederick

This is a one-story building which was intended originally as a separate unit and permits of no additions without a maximum of cost and without

adequate return. It is greatly overcrowded at present and has portables on its site. The playground site at present provides 75.8 square feet per pupil. The site, however, is not adequate for a larger school which should take the place of this structure and No. 66. The condition of the toilets in this building was very bad. The toilets are the latrine type which have received no care for a long period. This building was not clean and showed very little evidence of being maintained at a high standard. The filthy conditions existing in this building at the time of visitation should never be permitted in a school building of Baltimore.

School No. 68, Betsy Ross

This building was in a fair state of repair when visited. It lacks particularly with respect to fire protection and artificial lighting. These elements should be cared for and new toilets should be installed. All obstructions should be removed from corridors which may interfere with passage down the stairways. The latrine toilet system installed in this building was maintained at a much higher standard than found in School Building No. 67, but, nevertheless, it should be abandoned for a modern system. The school authorities should require that adequate supplies of toilet paper and paper toweling should be provided in all schools for the use of children. The provision of one roll of toilet paper for a large number of children as was found in this particular building is an indication of lack of care, which should not meet with the approval of the Board of School Commissioners and the Superintendent of Schools. In this respect, this school is merely one of many schools in which similar or even less satisfactory conditions were found.

School No. 70, Federal

This building has a very inadequate site. Only 8.2 square feet of play space are provided each child. Adequate play space should be acquired here at the earliest possible moment. The building itself is one of the best buildings in the city and provides more adequately for the educational program which is being advanced here than do most of the junior high schools in the city. The fire hose in this building should be put in good condition and the building should be redecorated. Other minor repairs should be made.

School No. 72, Martha Washington

This building has little to commend it and stands in strong contrast with No. 22, the George Washington School, which is its immediate neighbor. The site is inadequate and playground facilities are limited to 13.3 square feet per pupil. Artificial lighting is limited to gas and is very unsatisfactory. Provision for better lighting should be made in this structure.

The heating plant installed in this building is a sample of the waste which is current in the school system. Five furnaces and one boiler are used to heat this building, when two boilers could easily do the work with considerable saving of fuel. This building should be used for a five-year period and then the children should be transferred to a better structure.

School No. 73, William Pinkney

The equipment of the boys' toilet for this school is of the most primitive type and totally unsatisfactory. The school building is a small building and has little excuse for being a part of the city plant. A minimum of repair should be made upon this building and soon the building should be abandoned and consolidated with other buildings in this locality. The present site is inadequate for its purpose. The outside drinking fountains are the cause of much complaint because of their tendency to freeze in the winter time. The repair department should arrange to prevent this type of difficulty.

School No. 74, Oliver Cromwell

This building is one of the best maintained school buildings in the city. It gives evidence of a very keen interest on the part of parents in the welfare of their children. The interior decorations add very effectively to the atmosphere of the school. It is unfortunate that the children attending this building have not an adequate play site. There is sufficient acreage in the rear that ought to be obtained in order to give these children what they need. Although this building is a three-story building, it has no fire-escapes nor are its stairways enclosed in firewells. The stairways are also of wooden construction. The building is partially equipped with gas, but this has proven to be very unsatisfactory. Electric lighting fixtures should be provided in every schoolroom and in the corridors.

School No. 75, Carrollton

This is a combination of old buildings with very large rooms and glass corridors, which, taken as a whole, are rated as very unsatisfactory; the play space provided for children is totally inadequate, since it is lacking almost entirely; artificial light is provided only in a few places in this building and is inadequate in such instances; the toilets are located in the basement and it is necessary for children to travel the length of the building out-of-doors in order to reach them. This is a constant danger source for colds. The principal reports, in this case, that the attendance of the school is decreasing very rapidly. It is a question whether this building will be needed after a short period of time. Little money should be spent on it and it should be abandoned early in the building program.

School No. 76, Francis Scott Key

A building is being planned for this section. It will take the place of the building which burned at this point early in the morning of January 21st, 1919. Since that time the children have been housed in temporary quarters here and there and in such a way as to prove most unsatisfactory.

At the time of the fire, 1,000 pupils and 22 teachers were accommodated in this school. These pupils and teachers have been unable to perform their school work properly since that time because of the nature of the temporary quarters. This is one of the results of having non-fireproof school buildings. The fire, it is thought, was caused by a defective flue on the second floor. It might very easily have occurred during the school day. The ease with which the fire spread through the flimsy construction in this building is evident from the pictures which appeared in the press at that time. The glass partitions of this building offered apparently no resistance at all to the progress of the flames. The structure was completely wrecked. It is extremely fortunate that the fire did not occur during the school hours.

School No. 77, Samuel Smith

The environment of School No. 77 condemns this building. The building itself is totally unsatisfactory for school purposes. There is no feature about the building which commends it. The building should be demolished at the earliest possible period and a modern structure provided with a consolidation of No. 26. There is nothing to be gained by attempting to rehabilitate this building.

School No. 78, Robert Fulton

This building has a fair playground, considering the number of children enrolled. It has 52.4 square feet per child. The interior is poorly constructed with stairways located where they are of least value. Five rooms in the building have less than a 15 per cent. ratio between window and floor. Cloak places are provided in corridors and corridors are lighted with gas lights. Provision should be made for proper electric lighting of classrooms. A wooden fire-escape with a large screen netting over the windows has questionable value. This building can be repaired and maintained in fair condition over a period of years; however, it is not equipped for junior high school purposes. Its manual training and equipment departments are in No. 86, four squares away. The typewriting and sewing laboratories are very overcrowded and its gymnasium is in a portable. Such conditions are not conducive to the development of a high grade junior high school.

School No. 79, Lafayette Junior High School

This building presents a minimum of protection from fire risks. It is an old building with a gloomy interior due to the type of color scheme,

according to which the walls have been decorated. It is a building which is highly inadequate for junior high school purposes. Its facilities are extremely limited, its classrooms very poorly lighted, its toilet rooms insanitary and its playground very inadequate. The stairways in this building are dangerous. Probably no more hazardous construction can be found in the school system than is to be seen in the front entrance of this building. The building should be abandoned for school purposes.

School No. 80, Chevalier D'Animour

This building presents most of the hazards which are found in old structures. It was formerly an elementary school which is now being used for junior high school purposes. It lacks every advantage which is supposed to accrue from the junior high school program, since its special rooms are makeshifts in most cases. Its classrooms are very small and greatly overcrowded in most instances. Desks are placed side by side without aisle space so as to increase the capacity of classrooms. They are placed flush with the walls and flush with the teachers' desks, allowing a minimum of space for passage and for the conduct of classroom work. The teachers and principal in this school are, as in the other junior high schools, making a noble effort to carry out a junior high school program under the most limiting restrictions. There is practically no play space in this building. The exits are very poorly conceived and extremely hazardous. No fire escapes have been provided. This building should be abandoned for all school purposes at the earliest possible period.

School No. 81, Robert Morris

This is a two-and-a-half story building, built with a brick shell and with a highly inflammable internal construction. The building presents a maximum of fire danger; in fact, the fire hazard in this building is so great and the loss of life in case of fire is so certain that immediate action should be taken in providing proper exits from the building. It is quite possible in case of the front wooden stairway to change this into a fireproof stairwell. The stairway exits in this building have been very poorly planned. They lack handrails, they have swinging doors between floors, they are not properly lighted and present no obstacle whatsoever to the passage of fire. The stairways are not located so that children may reach them with ease, hence some classes may actually be cut off in time of danger. The glass partitions and the open gas jets add to the possibility of danger. Immediate action is recommended toward solving the difficulties presented in this building.

School No. 83, William Paca

This is one of the best school buildings in the school system and in many particulars meets the modern standards for school construction. It

is unfortunate, when the building was built, that a larger site was not selected so that there would always be sufficient playground for the children attending this building. It is recommended that the site be increased in size. The outer doors of this building have glass panels below the panic bolt. Because of this, children have cut themselves by rushing against these panels and breaking the glass. It would be advisable to substitute wooden panels for this glass. In all future construction glass panels should be utilized above the danger point only.

School No. 84, Thomas Johnson

This is a three-story building above a high basement which has fire extinguishers in each corridor and no other fire protection. Sprinklers are lacking, the building is not fireproof, the basement is not isolated from the first floor and the heating apparatus is not in a fireproof enclosure. Yet there are no fire escapes on this structure which houses many children of the lower grades and many small children on the top floor. Proper protection against fire should be given these children without delay. The building has many attractive features about it and will be for a long period a part of the school plant of the city. It should be placed in the very best of repair and so maintained. All open gas jets should be removed from this building and electrical fixtures supplied.

School No. 85, Fort Worthington

This is one of the best buildings in the city, situated on the edge of a well populated district. Its site at present is inadequate, but it may be very easily added to because of the great amount of open land available to the east of the school. Although a new building, proper storage space has evidently not been provided, because at the time of visitation cloakrooms were utilized for the storage of janitors' brushes, brooms, pans, ladders and the like. The playroom provided by the Board of School Commissioners for the children was also used as a storage room and therefore not available for children as play space. The tendency to utilize playrooms as storerooms seems to be a tendency on the part of a number of building caretakers throughout the city. Children will only secure the advantages from playroom provisions, as regulations prohibiting the storage of desks and other equipment are passed by the Board of School Commissioners.

School No. 86, Abraham Lincoln

Members of the Survey Commission visiting this school found a very good cleaning system installed, but the system was reported as out of order. Apparently it had not been utilized for a long period. The supervision of the buildings in Baltimore should be of such a nature as to require the use of such high-grade equipment as is provided for cleaning in this building.

It is only by teaching and training the caretaker employed in school buildings that a higher degree of cleanliness will be secured than is found in many of the Baltimore schools. It is recommended that the Board of School Commissioners take action whereby the janitors of all school buildings may be instructed in proper methods of cleaning and in the principles of sanitation, ventilation and heating. Only as janitors recognize the value of high standards in these fields will the proper results be secured. It should prove to be exceedingly valuable to the city if part of the summer vacation were utilized in the establishment of a school of this kind, at which attendance would be required of all janitors. Although a mechanically operated ventilating system has been installed in this building, its efficiency is somewhat destroyed because of the fact that the cold-air inlet is placed three feet below the pavement and permits dirt and dust to be readily drawn into the building and into the classrooms. The building needs minor repairs, such as putting the toilet fixtures into a good state of repair.

School No. 92, Oliver H. Perry

This building is one of eight elementary school buildings south of Barre Street and east of the Baltimore and Ohio Railroad tracks. If school buildings had been properly planned for this section, four buildings would have sufficed instead of eight. The future program ought to provide for a reduction in the number of buildings in this section. No. 92 is one of the buildings which should give way and be abandoned at an early period. It has little to commend it and has a small enrollment. It is an old building with open stairways and glass partitions. A minimum of money should be spent on this structure.

School No. 93, Charles Carroll of Carrollton

This school building should be one of the first to be discarded in connection with the present building program. The school structure itself no longer suffices for school purposes. It is in a very bad state of repair. Its stairways, its dark classrooms, its glass partitions, its inadequate number of special rooms and totally inadequate play space are some of the reasons for immediate abandonment. The old mansion annex of this school has classrooms which violate every standard of classrooms in which children should be housed today. The lighting system, lack of fire protection and the toilet arrangements cannot be too severely criticized. The fire-escape connections between the old building and the mansion have a flight running from the second to the third floor, but none to the ground level. The girls' toilet is directly at the street line. The boys' toilet cannot be maintained in a fit condition. The open-air classroom is poorly located, but is the result of a wonderful effort on the part of principal and teachers to have justice done to at least a small fraction of the foreign children who attend this

school. A large majority of the children attending this school are foreigners getting their first contact with American life. Baltimore can give these children a much more wholesome concept of our attitudes toward children by securing an adequate site and building a high grade modern building. The postponement of such a plant for any period of time will work a tremendous hardship upon a large number of children.

School No. 94, Winfield Scott Schley

This school building is located on a noisy stone street with other distracting noises coming from the dairy in the vicinity. It should be the endeavor of the local school authorities to secure pavement within the vicinity of all schools which is of a type to reduce the noise nuisance to a minimum. This building is one of the older buildings, with little to commend it. It has a most inadequate play space, twenty of its rooms have less than a 15 per cent. ratio between window and floor area, its artificial lighting is inadequate, and its walls are a dark dirty gray. The facilities are limited to classrooms. Where electric light is provided, the current is turned off at a main switch so that it is not under the control of teachers in the classroom. This is a type of installation which ought not to be repeated in any alterations made in old building. The building should be abandoned within a period of five years and the children of this school combined with the children of other schools in order to complete the enrollment for a large modern structure.

School No. 95, Lexington

Caretakers of school buildings should be instructed to keep the air intakes wholesome and clean at all times. On the floor of what is supposedly the air intake of this building, dust is found an inch thick. Air recirculated through such a channel will tend to accumulate impurities in its passage. Another evidence of the lack of care in the buildings and school grounds was the condition of the school walks of this building—on January 14th, 1921, when the building was visited. Snow had fallen, it had turned to slush, the walks had not been cleaned and children were required to wade through water and slush the entire distance from the school building to the front walks. The classroom lighting of this building is extremely bad and is further impaired by the close proximity of other buildings. Two rooms are practically too dark to use. The stairways in this building are old, unclean and unpainted. The building should be abandoned in the very near future.

School No. 96, Nathaniel Ramsay

This school, together with Nos. 98 and 68, are greatly annoyed in their school work by the very objectionable stench coming from the slaughter-

house, one-half mile away from this structure. This situation should be investigated and remedies should be found for the solution of this problem. The building is in a fair state of repair and has a fair playground. Very little repairs are needed on the building. The building will long be a part of the permanent school plant of Baltimore and therefore should be maintained constantly in a most satisfactory condition. Such elements as the artificial lighting, fire protection and the toilet system should be given attention early in the rehabilitation program.

School No. 97, Baron Von Steuben

This school consists of two residences converted into classrooms. The conditions found here require immediate attention. The building can never be placed in good condition for school purposes. Its rooms are very poorly arranged, its lighting is totally inadequate and little protection is afforded against danger resulting from fire, and the toilet system can be rated at zero on any scale. Practically no playground is provided these children. The housing of children in this building should be discontinued at the earliest possible moment. No excuse could be offered in case disaster occurred in this structure, since practically no fire protection has been provided.

School No. 98, Samuel E. B. Morse

This is one of the better school buildings in the city and in it have been provided a larger number of special rooms than are to be found in most of the elementary buildings. Unfortunately, however, when this building was visited, the domestic science room was not being utilized, as it was reported that teachers were not available for this work. The building will present a much better appearance when redecorated. Action should be taken at once to secure the complete redecoration of corridors and all classrooms. The classrooms present at this time such a gloomy appearance that teachers have no incentive for adding pictures and other types of decoration which will increase the attractiveness of these classrooms. The meager equipment provided the teachers in their lunchroom in this building is a sample of what is found throughout the city. Teachers' lunchrooms should be well provided with natural light and also with artificial light. Equipment should be that of a high grade lunchroom. The community will gain much from the happier attitudes and the greater interest in community life which will result from the equipment of lunchrooms with satisfactory tables, chairs, table coverings, dishes and cooking utensils. In this building, the stairways may be turned into fireproof stairwells. The playground site should be increased and the artificial lighting system should be improved.

School No. 99, Columbus

It is questionable whether adding a modern school addition to very old buildings is a wise practice. The second addition which has been made

to this building has some good features about it. Unfortunately the classrooms were not planned to meet standards in lighting, and in some cases the children are seated on the wrong axis of the room. The stairway in the new section is not a fireproof and smokeproof stairwell. It would have been relatively easy to have constructed it of this nature. The old sections of the building have so many bad features about them that they ought not to be continued long as part of the school plant. The walls streaked with dirt, the glass partitions, the extremely wide corridors, the inaccessible toilets, the filthy condition of the toilets, the complete lack of fire protection in the basement and the general unclean condition of this section at the time of visitation are features which have caused the score of this building to be very low. The practice of wiring a building for electricity and leaving it in that condition without having the fixtures attached was followed in this building, as it has been in a number of other buildings. Such a practice causes great resentment on the part of teachers who feel that little justice is being done them through such procedure. This building cannot be abandoned because of its new addition, but sufficient playground area can be secured and a new building substituted for the old part during the course of the next few years.

School No. 201, Arlington

This is a two-story structure constructed of brick for the first story and with a frame second story. The building is poorly lighted, has inadequate protection against fire and has a limited site, although it is larger than most sites in the old city section. It will hardly pay to attach a modern addition to this structure. After No. 64 Branch School is built, it probably will care for part of the children who may overcrowd this school. An addition to the Pimlico School will also provide for some children from this section. The building should be maintained in the best possible condition, but considered as one that must be ultimately abandoned for a larger building on a larger site.

School No. 202, Athol Terrace

This building is a two-room frame structure which presents a rather attractive appearance. Only one classroom has been finished and the other classroom is used partially as play space and for other purposes in its unfinished condition. The school probably will suffice for an extended period, providing the second room is finished. The play space is small and will not suffice for a larger school. As this section develops, a larger school building must be planned. It should not be erected on this site because of the contour of the land. Minor repairs and additions to equipment are needed in this building. The principal's advice should be sought and followed.

School No. 203, Brooklyn

This building has a fair playground about it, but provision should be made for a larger one in order to take care of future needs. The building needs redecorating very badly. Its toilets are in a condition which require that they be immediately replaced. A chemical toilet arrangement would be a good substitute for what exists here now. Artificial lighting should be provided, as seven of the classrooms have less than a 15 per cent. ratio between window and floor area.

The yard of this school on the date of visitation, January 14th, 1921, was in a very dirty and filthy condition. The toilet is in a corner of the school playground adjoining the street. The building itself is in a very insanitary condition and has evidently not been painted for years. It appears that almost no attention has been given to the interior of this building or at least that no standards of cleanliness have been set. The classrooms are small and are filled with children. The lighting is bad, the stairways are extremely hazardous and no fire protection is afforded. The conditions here should be relieved at once. No effort should be made to salvage anything from this building, as it appears that the cost would be greater than the gain.

Schools No. 205 and 206, Canton Kindergarten 1 and 3

The rooms in which these kindergartens are housed do not meet school standards. The situation here is ostensibly a makeshift and provision should be made for these children in the new building in this section.

School No. 207, Canton No. 5

This building is a terrible fire trap without fire protection. The school building should be immediately condemned and provision made at once for the children housed in this disreputable structure and in the portables provided on this site. The site should be discontinued for school purposes. Little money has been spent on it, as it is not leveled off and is also located in the immediate proximity of the railroads. A consolidation of schools in this section is possible and should be brought about very early.

School No. 208, Curtis Bay

This building is in a fair state of repair. It is located on a site which is, however, inadequate and has a fire-escape situation which should be remedied at once. Artificial lighting should be provided in those classrooms where it is lacking. The building should be continued as a part of the Baltimore plant for an extended period and maintained in the best possible condition.

School No. 209, Evergreen

This building is an old frame structure which may be placed in a good state of repair, but not with the expectation of using it permanently. It should be equipped with artificial light and should be afforded better protection against fire. Its outside toilet conditions should be improved. Particular attention should be paid to bettering the equipment of this school, especially by eliminating the double desks.

School No. 210, Fairfield

The conditions prevailing about this building may be partially realized when it is explained that the furnace was taken out of the cellar because of the water that stood there. It is an old, dirty, dilapidated building, where children sit facing windows in the front of the room, where the classrooms are used for cloakroom purposes and where the stoves offer opportunity for a maximum of overheating with a minimum of protection. The building should be replaced at the earliest possible moment.

School No. 211, Gardenville

The insanitary conditions of the toilets in this school need immediate attention. A complete new equipment is recommended. The new part of the building is fairly good, although many of the modern standards have been ignored. The old part of the building is in very poor condition and should be abandoned within a 10 or 15 year period. In the meanwhile, such elements as fire protection and better equipment should be given immediate consideration.

School No. 212, Garrett Heights

A condition exists at this building which requires the immediate care of the building authorities. The draining of open toilets in such a way as to make them possible spreaders of disease cannot be too severely criticized. In all of the annex schools, a program of changing the toilet systems, so as to conform to modern standards of sanitation as well as decency, should be immediately developed and followed. This building is a series of additions and built according to varying standards or to no standards whatsoever. It is overcrowded. Its site is more extensive than those of the great majority of schools in Baltimore. The building should be maintained in good condition, but a new modern building should be planned for this section early in the building program.

School No. 213, Govans

The playground for this particular site will be increased by the addition of the triangular property, located at the front of the building. The practice

of providing outside fountains is not altogether advisable. At the date of visitation, two of the panic door bolts were in need of repairs and were upheld by sticks, which condition in case of fire might be disastrous. It is recommended that the toilet system be immediately installed.

School No. 214, Guilford

This building is one of the best buildings in the city, as well as in the new annex. It more nearly meets the standards according to which the school buildings of the city have been scored than any other buildings. The chief recommendation for this building is that enough of the land adjoining the present site be secured to provide at least six acres of playground for the entire school. It is unfortunate that in this building the hot water has not been provided and also that the shower facilities are not being utilized by the children, but instead have become a storage space for janitor's garden implements.

School No. 215, Highlandtown

This is a very large school plant, additions having been made so as to cover much of the original playground. There are seventeen rooms which have less than 15 per cent. ratio between window area and floor area. The fire protection is very inadequate and the artificial lighting should be extended to the classrooms in the old building. It is reported that the girls' toilet on the second floor had three outlets frozen last winter and have not as yet been repaired (Jan., 1921). This building will remain for a long period as part of the school plant and should be maintained in a high-grade condition.

School No. 216, Highlandtown Kindergarten

This is a rented building within the business section of the city. It is very closely hemmed in by other buildings, causing the natural light to be very limited. The steep unprotected front stairway, the poorly lighted classrooms and the small number of children cared for in this building are reasons for its abandonment.

School No. 217, Hillsdale

This is a new school built on an inadequate site in a locality where there is much land available. It is a one-story structure which is reported as being adequate for this section and must be maintained for an extended period. If this section develops and the population increases to the point where more school space is necessary, a new site should be sought and a new building erected.

School No. 218, Howard Park

It is possible at this time to secure additions to the Howard Park school site. This should be done since the site is not adequate for the present school and will be less so when additions are necessary. The school is in a growing section and should be maintained in an excellent state of repair. The building is a fair building of brick and stone and is at present in good condition. The elements of fire protection and more adequate artificial lighting in classrooms should be given immediate attention.

School No. 219, Masonville

This is a very poor type of a two-room frame building on an inadequate site. The building has not even a vestibule, but the passage is direct from out-of-doors into the classroom. It should be replaced eventually by a modern building on an adequate site. At present it is ranked as one of the poorest school buildings in the school system.

School No. 220, Morrell Park

Although located in a section where a large site could have been made available, the playground only provides 31.9 square feet per child, while six of the rooms have less than 15 per cent. ratio between window area and floor area. The building is a fair building and should be placed in the best possible repair. Protection against fire should be one of the first considerations. The toilet system which is at present located outside should be installed in the building. Drinking fountains should be repaired. Attention should be given the equipment so as to bring it up to the standard of the best schools in the city.

School No. 221, Mt. Washington

This is one of the best schools in the recently annexed section of the city. Its playground is better than that of most schools and playground apparatus has been provided in some degree. Automatic sprinklers have been installed, but it is reported that they are not connected with the water main. There is no fire-escape on this building and the building itself is not fireproof. This should be given attention. In many respects, the building meets the standards according to which the school buildings in the city have been judged.

School No. 222, Orangeville

This building is a brick and wood structure built at two separate periods on a site which has never been put into condition for school purposes and which does not commend itself for further use. The possibility of fire

breaking out in this building at any time is great, as walls adjoining the chimney are overheated to an excessive degree when the heating plant is in operation. The toilets of this building are in such condition that there is no indication of any care having been given them. The boys' and girls' toilet are adjoining in the yards and present a deplorable situation. The repairing of this school building so as to make it a fit structure would cost an excessive amount. It is recommended that a new school building be erected to take care of these children at the earliest possible moment and that it be planned on a more adequate and satisfactory site.

School No. 223, Pimlico

This is one of the better annex schools. It has been planned so that additions may be made to the present structure. These additions are now needed since many children are being housed in portables. There is ample open space around this school for additions to the site. The opportunity should be taken immediately to maintain the site at its present standard in case the additions are such as to detract greatly from the present standard. Some playground apparatus has been installed, but not enough. When additions are made to this building, the standards according to which the school buildings of the city have been judged should be adhered to.

School No. 224, Roland Park

At present an addition is being planned to this building which will deprive the present structure of practically all of its playground space. It is recommended that no addition be made to this building on its present site, but that a site further to the north opposite the Gilman Private School be secured so as to give the children who attend the public school the same advantages of out-door exercise which are given the children attending the private school in this section. The present building may be maintained as an elementary school. As it stands at present, it affords little protection against fire, so that this element should be considered immediately. Wherever electric light fixtures are installed in school buildings, the switches should be so located as to make the lights immediately available to those entering school buildings. This plan has not been adopted in the case of the Roland Park School and in the case of other schools.

School No. 225, Westport

This school building consists of classrooms housed in one-story construction on a site which has not been prepared for play purposes and which, when visited, was a sea of muddy clay. The school building is crowded and should be supplanted early in the building program by a new building. When the new building is erected, a modern heating plant instead of the

stoves should be provided and proper drinking fountains instead of the cup and bucket which are found in the present building.

School No. 226, Violetville

The small playground provided for this school becomes totally inadequate because of the unprepared clay soil surrounding the building. Walks are lacking, so that children must wade in clay mud to the school building itself. The structure is a very poor structure and its annex is in a poor state of repair. The roof requires immediate attention. This school should be replaced immediately by a new building on an adequate site and the playground so prepared as to make it usable for the school children.

School No. 227, St. Helena

This recently built frame structure is on a fairly good site, but is greatly overcrowded. It will continue to be overcrowded, as this section will develop rapidly. It must be maintained as a school plant for an extended period. The growth of population in this section should be carefully studied before additions are made to this building.

School No. 228, 16th Street, Highlandtown

This is a six-room temporary building located on a site which is inadequate for the future new building needed in this section. The site, however, can be added to so as to provide enough space. Action should be taken in replacing this building early in the building program.

School No. 229, Bank Street School, Highlandtown

This building is on a very inadequate site. It has only 4.4 square feet per pupil. Although 800 children are housed here, the building is still heated with stoves. The large stove standing in the hall at the foot of the stairways creates a maximum possible danger from fire. The open stairways provide no protection. The fire-escapes of this building are not adequate. The seating arrangement is very poor. The school structure taken as a whole is very unsatisfactory. Little can be done to it in order to make it more satisfactory for use over an extended period.

School No. 230, Hawkins Point

This one-room frame structure is in a fair condition. Baltimore, however, should not house children in one-room buildings. It would be profitable to transport these children to the Curtis Bay section.

SCHOOLS FOR COLORED CHILDREN

School No. 100, Frederick Douglas

This building is used as a teacher training school and for grades 1 to 6. Three classrooms are used for the training of teachers for the colored schools. As a teacher training school, it is very inadequate. Ten half-time classes were in operation in November. The building is of a fair type, built in 1904. It needs redecoration throughout and artificial lighting in all of its classrooms. The gas lights in the corridors are inadequate. The fire risk in this building is grave and must be eliminated early. Equipment should be placed in good condition and should be made to conform to the needs of the children as well as to the needs of the training school students.

School No. 101, Paul Lawrence Dunbar

This is one of the best school buildings in the city. The site for this building, however, is inadequate and the annex of a very poor type. It is unfortunate in the planning of this building that more land was not secured originally and that the building was not planned for additions. The location of the cold-air inlet, namely, three feet from the ground, is a fault which should be obviated in the construction of all new buildings. On the day of visitation of this building, the plenum chamber was full of ash pails, showing evidence of lack of supervision. The provisions for drinking fountains and for washing are inadequate. The fire passages leading from the auditorium were obstructed on the day of visitation, both leading to an outside enclosure that was locked. Such factors should be a matter of constant review in the school buildings of the city.

School No. 102

This building was formerly utilized as school building No. 71 for white children. The building is in fair condition and is kept quite clean. It is in very close proximity to school building No. 101. More play space is urgently needed. It is questionable whether such play space should be procured in the immediate vicinity of No. 101. The addition of fire-escapes in this building in a way to cut off much natural light is to be regretted. The practice of housing the younger children on the second floor and the older children on the first floor is contrary to best usage. It may be due to the inability to have the seats changed. The building will long continue to be used as a school building, but should be provided with adequate fire protection and should have the lighting facilities, both natural and artificial, improved.

School No. 103

The site of this school building is very inadequate, providing 13.8 square feet per pupil. The building was erected in 1877 and has little to commend it. The classrooms have less than 15 per cent. of window area to floor area. This building contains only 16 classrooms. The children who attend this building should ultimately be housed in a new building, together with the children attending other schools in this locality.

School No. 105

This school was built in 1874. It has nothing to commend it. Its site is very inadequate, with only 3.9 square feet per pupil. It is heated by stoves, its window placement is extremely poor. The building should be abandoned at the earliest possible moment.

School No. 106, Booker T. Washington

Nine rooms in this building have less than 15 per cent. window area to floor area. The playground is inadequate, with only 6.3 square feet per pupil. The building is kept in clean condition and has better artificial light than the majority of the buildings for colored children. Instruction should be given to all janitors that floor oil ought not to be stored next to a wooden coal bin, as is done in this particular building. The lighting of classrooms through glass partitions in the corridors adds to the burden of teaching in this building. Additional play space should be secured and the building should be maintained in good condition, as it must be kept a part of the school plant for many years.

School No. 106, Branch

The site for this building is inadequate, fire protection is scored particularly low and the toilets and artificial light have little to commend them. The 10 rooms in the building have less than 15 per cent. ratio between window and floor area. The kindergarten, for instance, is extremely dark, since the light is shut off by heavy outside stairways. Such fire-escapes as have been provided in this building, namely, with wooden treads passing by windows equipped with ordinary glass, cannot be too severely condemned. Such improvements as redecorating walls in light color, putting in good toilets and making the exits safe are possibilities in this school. It probably cannot be abandoned for some time.

School No. 107

This building is totally inadequate for school purposes and is located on a totally inadequate site, with only 8 square feet of play space per

pupil. Its outside toilets located in dungeon-like structures without artificial and natural light, and its classrooms defective in every particular are reasons for immediate abandonment. A classroom on the first floor has, for example, three windows to the rear, so that the 40 children seated there have light coming from the rear only. Two inadequate gas lamps are provided and a coal stove at the rear cuts off much of the room. The teacher's desk is jammed in between the pupils' desks, giving very little space and compelling her constantly to face the light. This building should be abandoned early in the building program.

The manual training center in the rear of this building is a mere makeshift. Provision for this work should ultimately be made in each of the schools from where these children come.

School No. 108

The playground is totally inadequate for the children housed in this building, since only 7.6 square feet are available per child. The complete lack of corridors, the unsatisfactory nature of the fire-escapes and the poor toilet provisions are such as to require that this building be given immediate attention. There are structural faults in this building which should be remedied at once if this building is to remain in use. The coal stoves with their stove pipes running through wooden partitions are unsafe and objectionable features. The building has very few desirable features.

School No. 109

This building has absolutely no redeeming elements. It is a fire trap, where teachers and children work under the greatest difficulties. It is located on a very unsatisfactory site and should be abandoned as soon as possible and a new and more adequate site should be selected when the new building is planned for this section. The score on this building indicates that it is one of the poorest in the city.

School No. 109, Branch

This consists of two small frame buildings placed on a slope of a hill by the side of a ravine. There is little evidence that anybody has given this building and its site any attention, but there is much evidence that it has been neglected to the utmost. A high-grade school site should be selected and a new building planned for these children.

School No. 110

In this building a fire broke out in the cellar during the past year. If such a fire were to gain headway during school hours, the result would be disastrous. The stairways are exceptionally bad because of their turns

and their open nature. In this building, stairways which are 8 feet wide lead to a narrower section approximately four feet wide. Such a passageway may result in great confusion in time of rapid passing. The lack of cloakrooms, artificial lights, teachers' room, the extremely bad toilets and the general condition of this building lead to the recommendation that very little money be spent on the present structure and that a new building be substituted as soon as possible.

School No. 112, Robert Browne Elliott

This building scores high among the school buildings for colored children when the original building only is taken into consideration. The playground is, however, pitifully inadequate, since only 4.2 square feet are provided per child. In fact, when the children in this building are placed on the playground, they practically cover the entire lot. It would be relatively easy to secure additions to the playground in order to make it adequate. Artificial lighting and fire protection should be given immediate consideration in this building. Hand-made wooden bolts have been fastened to the front exit doors in this building barring from the inside. This practice should be prohibited in all school buildings, as this is merely one illustration of many such conditions.

Annex No. 1, School No. 112

The classrooms on the second and third floor of this building located above the paint shop should never have been utilized for school purposes. There is a maximum of fire danger here. Every standard of school construction and school equipment has been disregarded in this structure. The recommendation is for immediate abandonment.

Annex No. 2, School No. 112

The factory building in which these school children are housed is an extremely low structure, and in a very bad state of repair. It has already been planned to erect a new building to take care of children in this annex, as well as in the paint store annex. The site which has been selected is, however, inadequate in size. These children are entitled to a big playground and a modern building. The plans should make such a provision possible.

School No. 113, Benjamin Banneker

This building is in a fair state of repair. The site, however, is largely covered with portables showing very badly overcrowded conditions. The classrooms and corridors need redecorating, new toilets should be installed and proper fire protection should be arranged for.

In this building there are double desks, as is true in many other school buildings. It should be Baltimore's policy to remove the double desks at the earliest possible moment from the classrooms. In this building the drinking fountains are located in the toilets. Such a condition should not be permitted to exist in any of the schools. Early attention should be paid to the overcrowded condition in this building and relief provided.

School No. 115

This building is not fit for the housing of school children. The second story is the worst kind of a fire trap. The toilets are foul and adjacent to the drinking fountains and in such close proximity to the school building as to be a constant annoyance. The recent portables built on this site do not meet modern standards of natural lighting. The site is totally inadequate for school purposes and the building should be demolished. An adequate site should be selected in the center of population for the colored people in this section and a modern school building erected.

School No. 116

This very old structure should be abandoned as soon as possible. No money should be spent in putting it in a state of repair. The site is totally inadequate, with only 2.1 square feet per pupil. Artificial light is lacking, the natural light is largely from the rear of the room, the rooms are very congested and the situation presents a very unfortunate housing spectacle.

School No. 118

The very dilapidated furniture, the inadequate teacher's desk, the lack of electric lighting, the miserably dark classrooms, the inconvenient toilet arrangements are among the many faults to be found with this particular building. While continued in use, it should be given adequate fire protection and the rooms should be adequately lighted. Expenditures for repairs should be as small as possible and the building should ultimately be abandoned and combined with a new building for School No. 103.

School No. 118, Branch

This is a one-teacher school, originally a one-room school, now partitioned off into two rooms. It is built of brick with tin roof, six windows, and heated by two stoves, with jackets which throw the heat directly onto the children, instead of starting air currents for ventilation. It has a triangular site of liberal size. The two toilets are located immediately in front of the building. Cross lighting, meager equipment, double, carved

seats and poor blackboards are features of the building. There is nothing attractive about the place, and in comparison with an ideal country school, it ranks very low. Satisfactory provisions could be secured for this branch school at a very low cost.

School No. 327, Arlington

This building is unfit for school purposes and should be abandoned early. The school is located in a residence with no playground provided, except the street. It will be relatively easy to make adequate provisions for these children by providing an adequate site and a modern structure.

School No. 328, Brooklyn

This rented building was formerly a church. It is purely a makeshift proposition and should be replaced immediately by better housing conditions.

School No. 329, Canton

This building has an open sewer facing in front of the school along the alley on which it is located. The provisions which are made here for the education of children are very inadequate. Early abandonment is the only solution to the problem.

School No. 330, Fairfield

This is one of the better schools for colored children in the annex section. The building is overcrowded, but two rooms could be added to advantage. Chemical toilets should be installed and other minor repairs made. An annex school is being asked for in this section. If this building is to be used, artificial lights must be provided.

School No. 331, Lauraville

This school is now being housed in a rented structure which was never intended for school purposes and which is unfit for such use. The toilet conditions are particularly bad. A school building should be provided for these children.

School No. 332, Morrell Park

The site for this school is inadequate, since only 49 square feet are provided per child, in a section of the city where there is every possibility of securing an adequate site. The outside toilets, the inadequate artificial light, the lack of fire protection and its general environment condemn this school.

School No. 333, Roland Park

A new building was under construction as a substitute for the rented large room when this building was visited.

School No. 334, Mt. Washington

This building is within 15 feet of the car line. The surrounding territory has been given little attention so as to make it a desirable school site. It is in very poor condition, with windows broken and poorly equipped. It is among the buildings scoring lowest for Baltimore. Early action is needed in providing suitable facilities for these children.

School No. 335, Govans

This building is outside of the city limits, but city children attend. It is a tumble-down hall in which the lower floor is used. The conditions are such as to completely condemn the structure. A city school building should be provided for these children.

PART II.

THE SCHOOL BUILDING PROGRAM

Growth and population facts must form the basis for the school building program of any city.

In Table XXXI are shown the figures which give the total population of Baltimore from every decade since 1790 and also the relationship between the total white population and the total colored population for the periods given in Volume I of the Thirteenth Census of the United States. From this table it will be seen that Baltimore's growth has been a consistent one and that since 1850 the growth has varied from approximately 10 per cent over the decade of 1900-10 to 31 per cent during the decade 1910-20. The per cent of growth throughout the entire State of Maryland has been less than that of Baltimore for each of these decades, as shown in Table XXXII.

The relationship in growth between Baltimore and the entire State of Maryland is shown graphically in Chart 5. This tendency for a greater increase in urban population may be expected to continue.

TABLE XXXI

TOTAL POPULATION OF BALTIMORE CITY, 1790 TO 1920, BY TEN-YEAR PERIODS

	WHITE			COLORED			TOTAL		
	Population (Federal census)	Increase from previous decade	Per cent of increase over previous decade	Population (Federal census)	Increase from previous decade	Per cent of increase over previous decade	Population (Federal census)	Increase from previous decade	Per cent of increase over previous decade
1790	11,925	.....	.....	1,578	.....	.....	13,503	.....	.....
1800	.....	.....	.....	.....	.....	.....	26,514	13,011	96.4
1810	.....	.....	.....	.....	.....	.....	46,555	20,041	75.6
1820	.....	.....	.....	.....	.....	.....	62,738	16,183	34.8
1830	.....	.....	.....	.....	.....	.....	80,620	17,882	28.5
1840	.....	.....	.....	.....	.....	.....	102,313	21,693	26.8
1850	.....	.....	.....	.....	.....	.....	169,054	66,741	65.2
1860	.....	.....	.....	.....	.....	.....	212,418	43,364	25.8
1870	.....	.....	.....	.....	.....	.....	267,354	54,936	25.8
1880	278,597	.....	.....	53,716	.....	.....	332,313	64,959	24.3
1890	367,335	88,738	31.9	67,104	5,491	10.1	434,439	102,126	30.7
1900	429,699	62,364	17.0	79,258	12,154	18.1	508,957	74,518	17.1
1910	473,736	44,037	10.3	84,749	13,388	16.9	558,485	49,528	9.7
1920	.....	.....	.....	.....	.....	.....	733,826	175,341	31.4

Thirteenth Census of U. S., Vol. I (1913).

CHART No. 5

Comparison of population of Baltimore City and State of Maryland for each Federal census period 1790-1920.

Broken line—Maryland. Unbroken line—Baltimore.

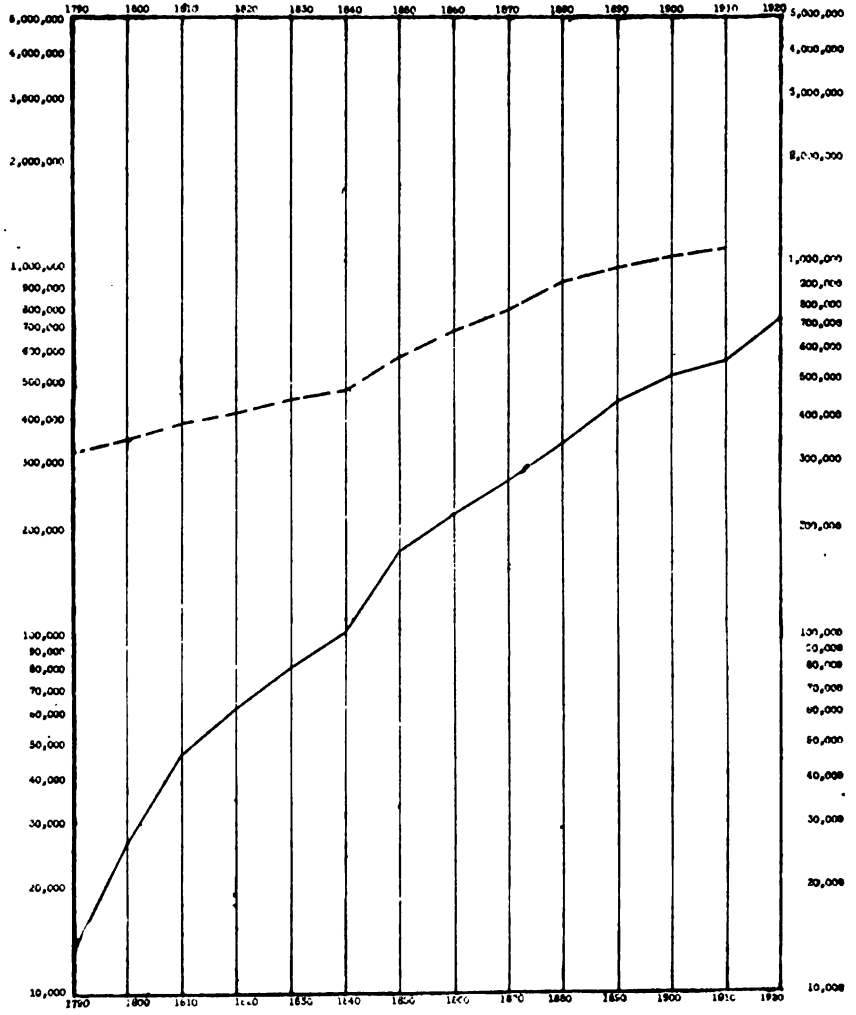


TABLE XXXII

TOTAL POPULATION OF MARYLAND, 1790-1920

CENSUS YEAR	POPULATION	INCREASE OVER PRECEDING CENSUS	
		Number	Per cent
1790	319,728		
1800	341,548	21,820	6.8
1810	380,546	38,998	11.4
1820	407,350	26,804	7.0
1830	447,040	39,690	9.7
1840	470,019	22,979	5.1
1850	583,034	113,015	24.0
1860	687,049	104,015	17.8
1870	780,894	93,845	13.7
1880	934,943	154,049	19.7
1890	1,042,390	107,447	11.5
1900	1,188,044	145,654	14.0
1910	1,295,346	107,302	9.0
1920			

During the years 1920 and 1921, the Chesapeake & Potomac Telephone Co. has been making a very careful analysis of population growth in the city of Baltimore. The Telephone Company has very generously made available for the Survey Commission the results of their very intensive and very carefully executed study.

In making analyses, according to the smallest subdivisions of the city which have been used for enumeration purposes, the Chesapeake & Potomac Telephone Co. has arrived at an estimate for the population of Baltimore in 1930 and also in 1940 which may be utilized as a good working basis for the analysis of future school building needs.

The total population in the entire 28 wards of Baltimore was 733,824 for the year 1920. The estimates made by the Telephone Company show an increase of 138,070 in the decade 1920-30 with a total of 877,500 people living within the present city limits of Baltimore in 1930. In the decade 1930-40 an increase of 71,880 people is estimated, bringing the total population in 1940 up to 1,011,780.

Changes in the Population of the Political Wards of Baltimore.

The study of the changes which have occurred in population in Baltimore must be shown for small sub-areas of a city's territory in order to make them of value in any prognostication of school building needs.

CHART No. 6
City of Baltimore
Growth of population by wards based on 1910 and 1920 United States Census Bureau figures.

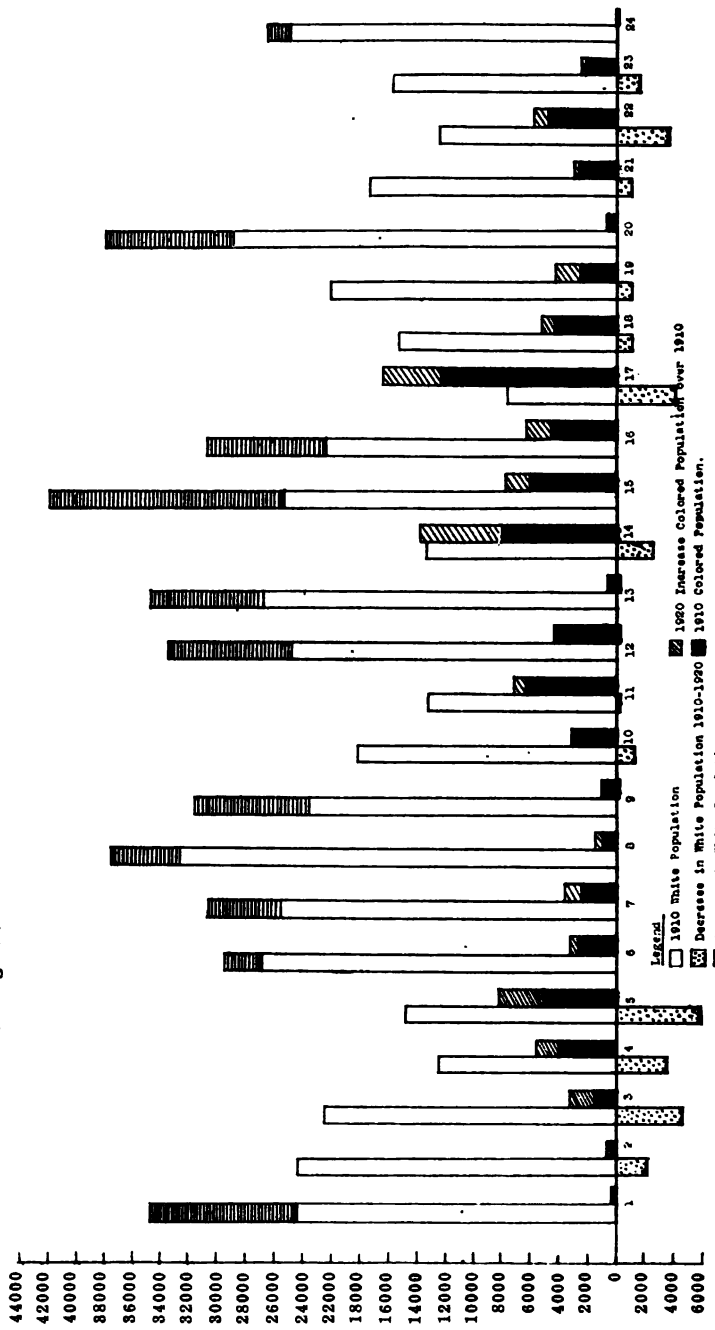


TABLE XXXIII

TOTAL POPULATION OF BALTIMORE CITY, DISTRIBUTED BY WARDS—WHITE AND COLORED

WARDS	Population in 1900	Population in 1910	Increase	Decrease	Per cent increase	Per cent decrease	Population in 1920	Increase	Decrease	Per cent increase	Per cent decrease
1	21,176	22,841	1,665		7.6		33,257	10,416		42.0	
2	20,700	22,887	2,187		10.5		20,823		2,064		9.0
3	20,447	22,317	1,870		9.1		19,270		3,047		13.6
4	22,071	16,834		5,237		23.7	14,987		1,847		10.9
5	20,751	20,319		432		2.8	17,604		2,715		13.3
6	20,767	28,073	7,306		35.2		31,077	3,004		10.7	
7	21,237	26,579	5,342		25.1		33,038	6,459		24.3	
8	21,096	32,161	11,065		92.4		37,292	5,131		23.1	
9	24,117	22,953		1,164		4.8	31,087	8,134		35.4	
10	21,985	21,431		554		2.5	20,225		1,206		5.6
11	19,201	20,570	1,369		7.1		21,376	806		3.9	
12	23,584	27,610	4,026		17.1		36,103	8,493		30.7	
13	21,362	25,559	4,197		19.6		33,660	8,101		31.6	
14	21,307	22,130	823		3.8		25,201	3,071		13.8	
15	21,007	30,079	9,072		43.2		48,132	18,053		60.0	
16	22,987	25,564	2,577		11.2		35,436	9,872		38.6	
17	20,425	20,718	293		1.4		20,636		82		.3
18	23,080	20,047		3,033		13.14	20,183	136		.6	
19	20,203	22,882	2,679		13.3		23,678	796		3.4	
20	22,618	27,751	5,133		20.3		36,851	9,100		32.7	
21	20,560	20,260		300		1.4	19,423		837		4.1
22	19.281	17,609		1,672		8.6	15,008		2,601		14.7
23	19,584	18,168		1,416		7.2	16,599		1,569		8.6
24	19,411	23,143	3,732		19.2		24,584	1,441		6.2	
Total	508,957	558,485	63,336	13,808	9.7		635,530	93,013	15,968	13.7	
25							17,360	17,360			
26							36,873	36,873			
27							36,153	36,153			
28							7,908	7,908			
Total	508,957	558,485	63,336	13,808	9.7		733,824	191,307	15,968	31.3	

TABLE XXXIV

TOTAL WHITE POPULATION OF BALTIMORE CITY, DISTRIBUTED BY WARDS

WARDS	Population in 1900	Population in 1910	Increase	Decrease	Per cent increase	Per cent decrease	Population in 1920	Increase	Decrease	Per cent increase	Per cent decrease
1	19,307	22,661	3,354		17.4		33,023	10,362		45.7	
2	19,201	22,523	3,322		17.3		20,250		2,273		10.0
3	19,055	20,693	1,638		8.5		15,934		4,759		22.9
4	21,652	12,715		8,937		41.2	9,157		3,558		27.9
5	20,594	14,969		5,625		27.3	9,014		5,955		39.7
6	20,660	25,234	4,574		22.1		27,596	2,362		9.3	
7	20,495	23,811	3,316		16.1		29,173	5,362		22.5	
8	20,321	31,005	10,684		52.5		35,726	4,721		15.2	
9	23,932	21,858		2,074		8.6	30,061	8,203		37.5	
10	21,198	18,271		2,927		13.8	17,050		1,221		6.6
11	18,916	13,897		5,019		36.1	13,873		24		.1
12	22,091	23,087	996		4.5		31,771	8,684		37.6	
13	19,544	24,955	5,411		27.6		33,088	8,133		32.5	
14	18,264	13,738		4,526		24.7	11,189		2,549		18.5
15	19,247	23,606	4,359		22.6		40,046	16,440		69.6	
16	22,756	20,712		2,044		8.9	28,916	8,204		39.6	
17	18,926	7,980		10,946		57.8	3,900		4,080		51.1
18	21,701	15,549		6,152		28.3	14,633		916		5.8
19	19,970	20,230	260		1.3		19,227		1,003		4.9
20	21,576	27,108	5,532		25.6		36,088	8,980		33.1	
21	19,345	17,516		1,829		9.4	16,471		1,045		5.9
22	18,434	12,651		5,783		31.3	8,960		3,691		29.1
23	18,868	15,841		3,027		16.1	14,076		1,765		11.1
24	19,404	23,126	3,722		19.1		24,584	1,458		6.3	
25							15,416				
26							36,725				
27							34,888				
28							7,860				
Total	485,457	473,736	47,168	58,889		2.6	618,695	82,909	32,839	10.5	

MAP No. 1

CITY OF BALTIMORE

PERCENTAGES IN GROWTH OF WHITE POPULATION, DECADE 1910-1920.

DISTRIBUTION BY CITY WARDS.

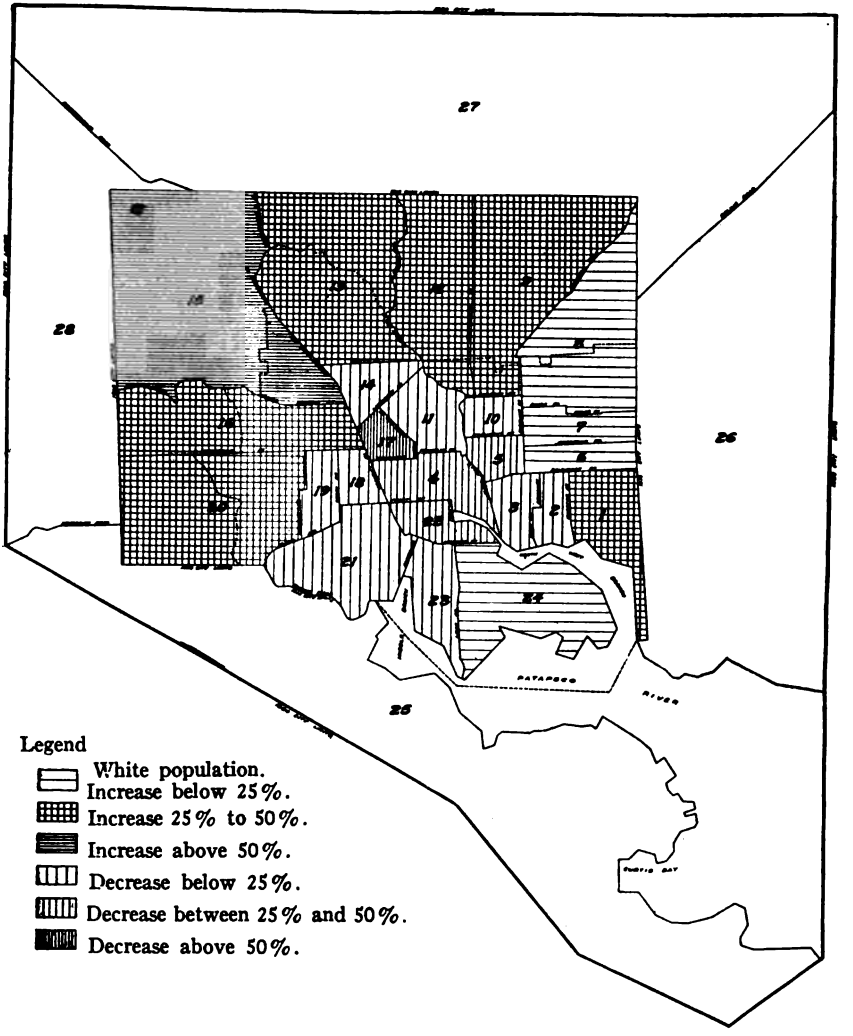


TABLE XXXV

TOTAL COLORED POPULATION OF BALTIMORE CITY, DISTRIBUTED BY WARDS

WARDS	Population in 1900	Population in 1910	Increase	Decrease	Per cent increase	Per cent decrease	Population in 1920	Increase	Decrease	Per cent increase	Per cent decrease
1	1,869	180		1,689		90.4	234	54		30.0	
2	1,499	364		1,135		75.7	573	209		57.4	
3	1,392	1,624	232		16.7		3,336	1,712		105.4	
4	419	4,119	3,700		883.0		5,830	1,711		41.5	
5	157	5,350	5,193		3,307.0		8,590	3,240		60.5	
6	107	2,839	2,732		2,553.0		3,481	642		22.6	
7	742	2,768	2,026		273.0		3,865	1,097		39.6	
8	775	1,156	381		49.0		1,566	410		35.4	
9	185	1,095	910		491.8		1,026		69		6.3
10	787	3,160	2,373		301.5		3,175	15		.4	
11	285	6,673	6,388		2,241.4		7,503	830		12.4	
12	1,493	4,523	3,030		202.9		4,332		191		4.2
13	1,818	604		1,214		66.7	572		32		5.2
14	3,043	8,392	5,349		175.7		14,012	5,620		66.9	
15	1,760	6,473	4,713		267.8		8,086	1,613		24.9	
16	231	4,852	4,621		2,000.0		6,520	1,668		34.3	
17	1,499	12,738	11,239		749.2		16,736	3,998		31.3	
18	1,379	4,498	3,119		226.2		5,550	1,052		23.3	
19	233	2,652	2,419		1,038.2		4,451	1,799		67.8	
20	1,042	643		399		38.3	663	20		3.1	
21	1,215	2,744	1,529		125.8		2,952	208		7.5	
22	847	4,958	4,111		485.4		6,048	1,090		21.9	
23	716	2,327	1,611		225.0		2,523	196		8.4	
24	7	17	10		142.9				17		100.0
25							1,944				
26							148				
27							1,265				
28							48				
Total	23,500	84,749	65,686	4,437	216.6		115,029	27,184	309	31.7	

MAP No. 2

CITY OF BALTIMORE

PERCENTAGES IN GROWTH OF COLORED POPULATION, DECADES 1910-1920.

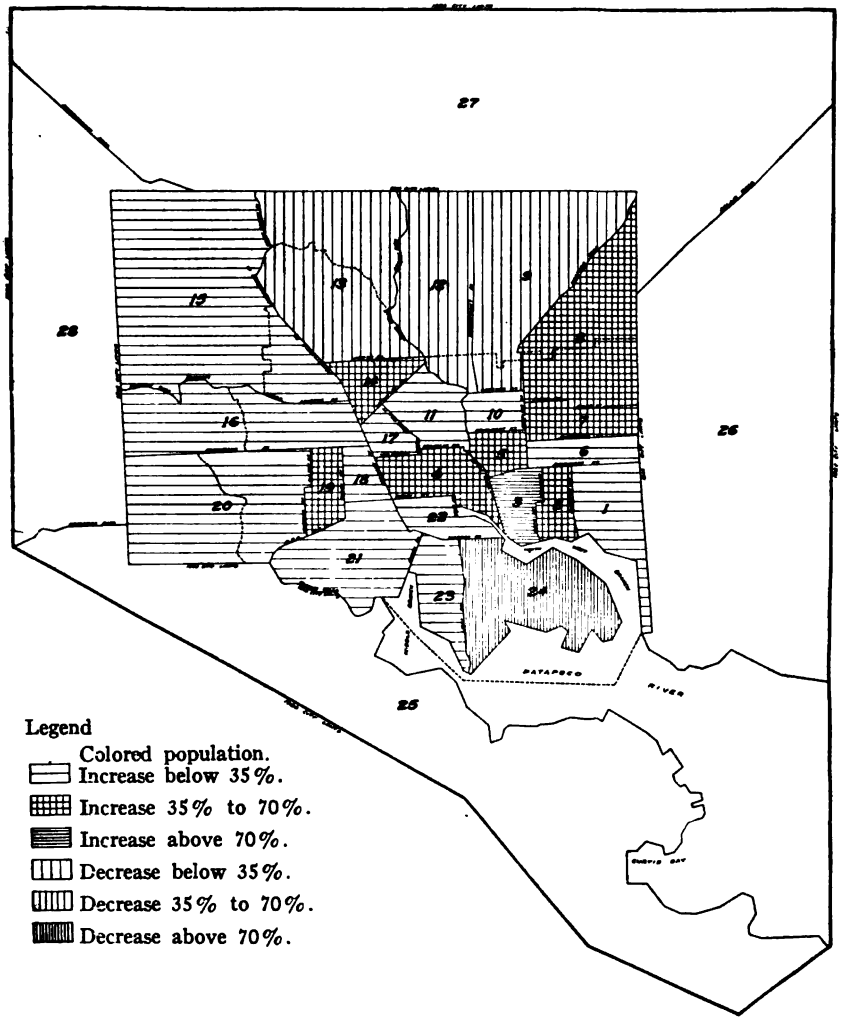


Table XXXIII shows the changes that have taken place in the two decades 1900-1920 in all of the wards of the city. In this table, the total population, including both white and colored, is taken into consideration. It will be noted that certain wards are decreasing in population, some of them decreasing at a rate varying from 10 to 15 per cent., while other wards are increasing rapidly, some at a rate varying from 30 to 60 per cent. In the decade 1910-1920, 9 of the 28 wards show a decrease in population, while the other 19 wards show an increase varying from 136 to 18,053.

In Table XXXIV changes for the total white population of Baltimore are shown. It will be noted that a decrease in white population took place during the decade 1910-1920 in 13 wards. This decrease varied from .1 per cent in ward 11 to 51.1 per cent in ward 17. Increase in white population occurred in the other 15 wards and varied from 6.3 per cent. in Ward 24 to 69.6 per cent. in Ward 15. The change which took place in the total colored population for each ward during the period 1900-20 is shown in Table XXXV.

During the decade 1910-20 there was an increase of colored population in every ward except wards 9, 12, 13 and 24. The greatest increases in colored population, with the percentages for each ward, are: Ward 3, 105.4 per cent.; Ward 19, 67.8 per cent.; Ward 14, 66.9 per cent.; Ward 5, 60.5 per cent. The relationship in growth between the white and colored people in the last two decades for each of the wards is shown graphically in Chart 6.

Maps No. 1 and No. 2 on pages 193 and 195 show the growth which has taken place in the various wards.

Map No. 1 represents the changes which have taken place in white population over the decade 1910-20 and Map No. 2 represents the changes which have taken place in the colored population.

CHANGES IN POPULATION ON THE BASIS OF 1920 FEDERAL CENSUS ENUMERATION DISTRICTS.

The study of the school building program must be reduced to very small areas. Where city wards cover as much territory as those in Baltimore, the city ward facts can be utilized for the establishment of certain general tendencies. In order to make specific recommendations concerning individual school districts, the total population facts for much smaller areas must form the basis for the recommendations.

The total population as enumerated by the United States Census for the year 1910 was distributed among 405 enumeration districts in the first 24 wards. When the United States Census was taken for 1920, these districts were changed in some degree, but not to such an extent as to make comparisons between enumeration districts impossible.

In 1920, there were 411 enumeration districts for the first 24 wards and 469 enumeration districts for the entire city. In the 411 enumeration districts, 251 showed an increase over the decade 1910-1920 and 160 showed a decrease for this decade. The number of enumeration districts in each ward which show increases and the number which show decreases are shown in the distribution given in Table XXXVI.

TABLE XXXVI

SHOWING THE NUMBER OF 1920 CENSUS ENUMERATION DISTRICTS IN EACH WARD WHICH HAD VARYING INCREASES AND DECREASES IN POPULATION FROM 1910 TO 1920

WARD	TOTAL NUMBER OF ENUMERATION DISTRICTS	NUMBER OF ENUMERATION DISTRICTS SHOWING AN INCREASE				NUMBER OF ENUMERATION DISTRICTS SHOWING A DECREASE			
		Of 1 to 100	Of 100 to 1,000	Of 1,000 up	Total	Of 1 to 100	Of 100 to 1,000	Of 1,000 up	Total
1	14	2	8	3	13	0	1	0	1
2	13	4	5	0	9	0	3	1	4
3	11	1	2	0	3	0	6	2	8
4	13	0	3	0	3	2	8	0	10
5	11	0	0	0	0	1	10	0	11
6	17	5	5	2	12	5	0	0	5
7	17	4	2	2	8	6	3	0	9
8	24	8	4	1	13	8	3	0	11
9	23	6	9	2	17	4	2	0	6
10	16*	3	1	0	4	7	5	0	12
11	15	4	5	0	9	4	2	0	6
12	22	9	9	2	20	0	2	0	2
13	23	2	13	2	17	3	3	0	6
14	18	4	12	0	16	1	1	0	2
15	25	8	6	7	21	4	0	0	4
16	20	9	8	2	19	1	0	0	1
17	16	6	3	0	9	3	4	0	7
18	16	5	4	0	9	5	2	0	7
19	18	8	5	0	13	3	2	0	5
20	20	5	7	4	16	2	2	0	4
21	14	3	1	0	4	5	5	0	10
22	12	1	0	0	1	4	7	0	11
23	14	2	0	0	2	5	7	0	12
24	16	5	3	1	9	4	3	0	7
Total.....	408	104	115	28	247	77	81	3	161

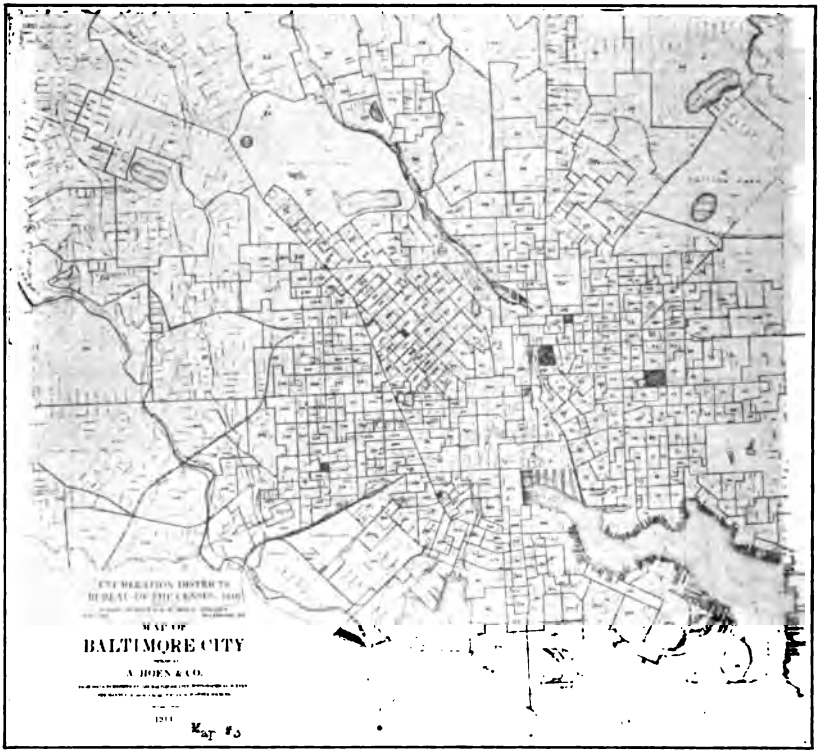
* Three enumeration districts represent institution and are therefore, not included.

In the study of each individual school, the territory adjacent to each school building has been defined in terms of the 1920 enumeration districts. On the basis of this distribution of enumeration districts, it has been possible to ascertain whether the territory lying immediately adjacent to any elementary school has grown in total population over the decade 1910-20, or whether there has been a decrease over this period.

In Appendix III will be found the list of enumeration districts for 1910 and corresponding districts for 1920, the total population of each district in 1910 and the total population of each district in 1920 and the increases and decreases for these enumeration districts over the decade 1910-20.

The city of Baltimore divided into enumeration districts of 1910 is shown in Map No. 3. Larger city maps drawn to a scale of 1,000 feet to an inch, showing the enumeration districts for both 1910 and 1920, are submitted with this report. These maps may form the basis of a continuing school building program study for the city of Baltimore.

MAP No. 3



THE 1910 ENUMERATION DISTRICTS OF BALTIMORE.

The United States Census Enumeration is taken according to the subdivisions shown in this map. These census enumerations for 1910 and 1920 formed the basis of the study of population trends.

It will be seen in Appendix III that comparisons in growth between the two decades involved in the 1900-20 period have only been made for the original 24 wards of the 1919 city territory. In order to make a comparison of growth between the decades 1900-10 and 1910-20 for Wards 25, 26, 27 and 28, the election district of Baltimore County and Anne Arundel County must be taken into consideration. Ward 27 has secured part of its territory from the election districts Nos. 3, 9 and 14, Baltimore County. Ward 26 has secured its territory from election districts Nos. 14, 12 and 15 of Baltimore County. Ward 28 has secured its territory from election districts Nos. 1 and 3 of Baltimore County. Ward 25 has secured its territory from election districts Nos. 1 and 13 of Baltimore County and election districts Nos. 3 and 5 of Anne Arundel County.

In order to make comparisons, a very careful analysis would be required of all of these districts of both Baltimore and Anne Arundel County. Unfortunately the comparisons could not be made on an enumeration district basis, since the enumeration district facts for the Federal Census of 1910 were not available for these districts. The estimates of growth in these four newly annexed wards were, therefore, made on the basis of election districts. In order to use election districts, it was necessary to take into consideration districts extending beyond the 1920 city boundary lines in some instances.

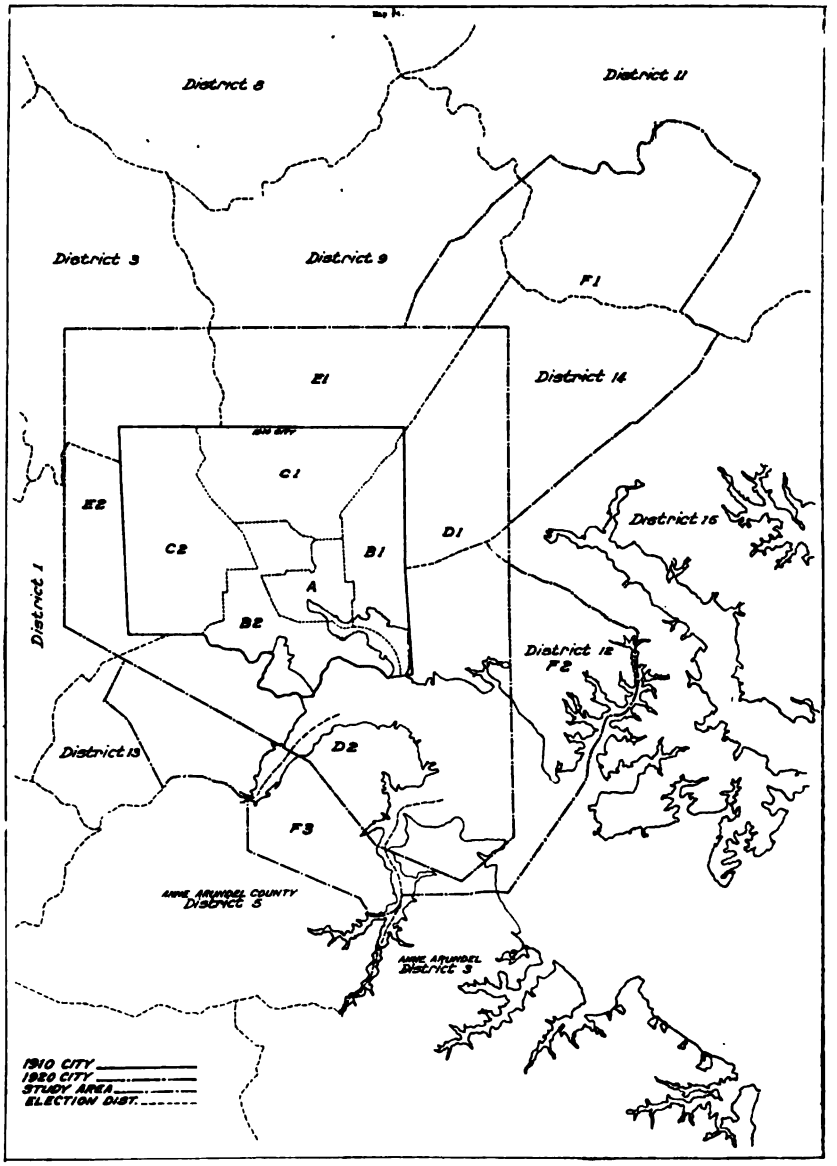
The Chesapeake & Potomac Telephone Co. took as their study area the territory shown in Map No. 4. The territory bounded by the dash line includes the territory of this study area. The growth of population in this study area may be considered an index of the growth of population in the four wards, Nos. 25, 26, 27 and 28. The total population figures for those portions of the election districts of Baltimore County and Anne Arundel County which are included within the study area of Map No. 4 are shown in Table XXXVII for the year 1900, the year 1910 and the year 1920.

THE WHITE AND COLORED POPULATION OF THE CITY OF BALTIMORE.

The city school building program of Baltimore is of a two-fold nature. It involves a program for the white children and also a program for the colored children. Because two school building programs must be developed, it is necessary to ascertain where the white people and where the colored people of the city are living. Tables which show the growth in ward population simply indicate tendencies. In order to locate definite schools, this phase of the school building problem must be studied in terms of very small territorial units.

The United States Census figures do not give a distribution of colored and white population for each enumeration district. It therefore became necessary to find another small territorial unit by which one might ascertain

MAP No. 4



Study Area Map used by the Chesapeake & Potomac Telephone Co.

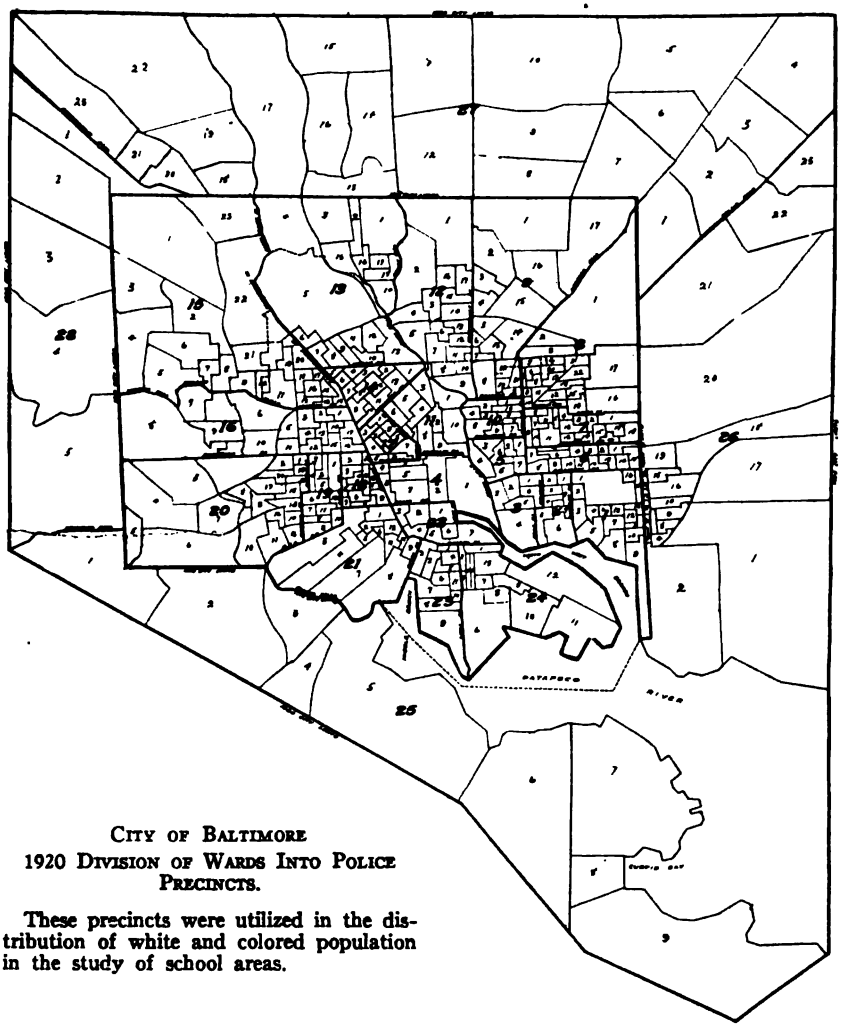
TABLE XXXVII

STUDY OF TOTAL POPULATION GROWTH OF WARDS 25, 26, 27 AND 28 BY DECADES FROM 1900–1920, MADE UP FROM PORTIONS OF ELECTION DISTRICTS OUTSIDE 1910 CITY

WARDS	Population in 1900	Population in 1910	Increase	Decrease	Per cent increase	Per cent decrease	Population in 1920	Increase	Decrease	Per cent increase	Per cent decrease
25 Election Districts											
Part 1	80	200	120		150.0		955	755		377.7	
Part 13	1,400	5,000	3,600		257.1		10,555	5,555		111.1	
Part 5 A. A.	5,503	5,002		501		9.1	9,644	4,642		92.8	
Part 3 A. A.	100	250	150		150.0		505	255		102.0	
Total	7,083	10,452	3,870	501	47.5		21,659	11,207		107.2	
26 Election Districts											
Part 14	2,936	5,540	2,604		88.7		9,757	4,217		76.1	
Part 15	10	30	20		200.0		60	30		100.0	
Part 12	14,925	25,983	11,058		74.8		37,679	11,696		45.0	
Total	17,871	31,553	13,682		76.5		47,496	15,943		50.5	
27 Election Districts											
Part 9	2,801	9,500	6,699		239.1		19,746	10,246		108.0	
Part 3	1,226	3,733	2,507		204.4		8,015	4,282		115.0	
Part 14	1,468	2,770	1,302		88.7		4,878	2,108		76.1	
Total	5,495	16,003	10,508		191.2		32,639	16,636		103.0	
28 Election Districts											
Part 3	1,074	3,267	2,193		204.2		7,000	3,733		114.0	
Part 1	320	800	480		150.0		3,822	3,022		377.7	
Total	1,394	4,067	2,673		191.7		10,822	6,755		166.0	

the residential location and the residential movement of each of these groups. In Baltimore, the Police Census of Voters made in September of each year provides a basis. This census includes all those who are eligible for voting. The census is taken with the police precinct as the unit. A police precinct map was secured from police headquarters. The district adjacent to each school building was then divided up among the various precincts and on the basis of this study it was ascertained where there might be expected a larger number of white children and colored children in any one district, and trends in residential movements were obtained. From the police census of voters, the facts have been secured for a period of years beginning with 1900. The distribution of these facts by wards and years is shown in Appendix IV. Map No. 4A reproduces the police precincts for the city on the basis of which this part of the study was made. (See Appendix IV.)

MAP No. 4A



CITY OF BALTIMORE
1920 DIVISION OF WARDS INTO POLICE PRECINCTS.

These precincts were utilized in the distribution of white and colored population in the study of school areas.

Table XXXVIII shows the relationship which has existed between the white male voters and the colored male voters for the year 1900-1905 and for each year of the period 1910-1920. The ratio has been a rather constant one. At present 87 per cent. of the total number of voters are white and 13 per cent. are colored.

TABLE XXXVIII

TOTAL WHITE AND COLORED VOTERS, BALTIMORE CITY, 1900, 1905 AND 1910 TO 1920*

YEARS	WHITE	PER CENT OF TOTAL	COLORED	PER CENT OF TOTAL	TOTAL	INCREASE	DECREASE
1900	84,900	87	12,641	13	97,541	.....	.....
1905	87,899	87	12,919	13	100,818	3,277	.....
1910	89,220	87	12,880	13	102,100	1,282	.....
1911	90,089	88	12,443	12	102,532	432	.....
1912	90,985	87	13,787	13	104,772	2,240	.....
1913	90,611	88	12,914	12	103,525	8,753	.....
1914	91,417	88	12,653	12	104,070	1,545	.....
1915	91,257	89	11,672	11	102,929	.....	1,141
1916	92,872	88	12,263	12	105,135	2,206	.....
1917	95,261	87	13,889	13	109,150	4,015	.....
1918	97,918	88	13,716	12	111,634	2,484	.....
1919	96,795	88	13,492	12	110,287	.....	1,357
1920—							
Old city	97,653	87	14,004	13	111,657	1,370	.....
Annex	24,248		790		25,038		
Total	121,901		14,794		136,695		

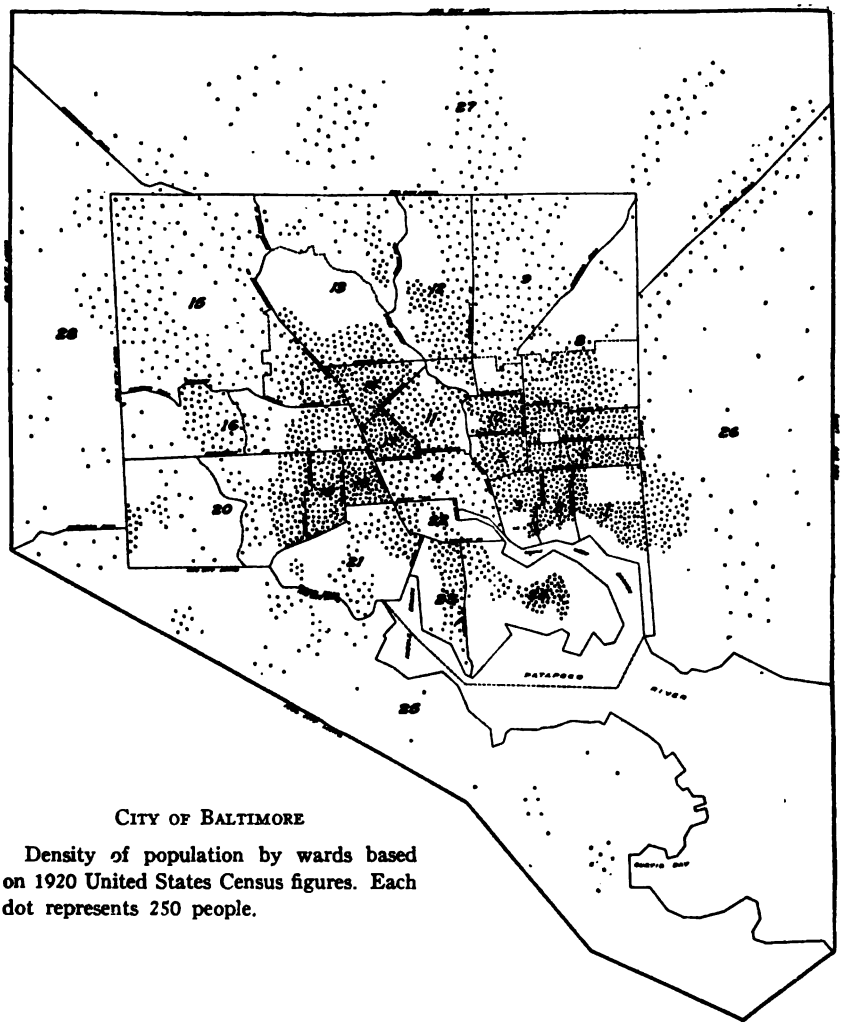
* Figures secured from police census of voters taken September each year.

Table XXXIX shows the percentile relationships which have existed for each of the years included in Table XXXVIII for each of the city wards. In this table the percentage that the white voters are of the total number of voters is given.

In order to show clearly the relationship between total population and voting population, three maps have been prepared. Map No. 5 shows the total 1920 population of Baltimore distributed by wards. Each dot on this map represents 250 people. The distributions have been made evenly for each ward and without reference to the exact residence of the inhabitants.

In Map No. 6 the total number of white voters of the September, 1920, police census has been distributed by wards. In this map, as well as in Map No. 7, the dark areas show those sections of the city which are occupied by parks, institutions, cemeteries, business sections, industrial sections, railroad tracks and the like. In the remaining sections of the city, namely, those sections which are available for residential purposes, the distribution of the white voters has been made.

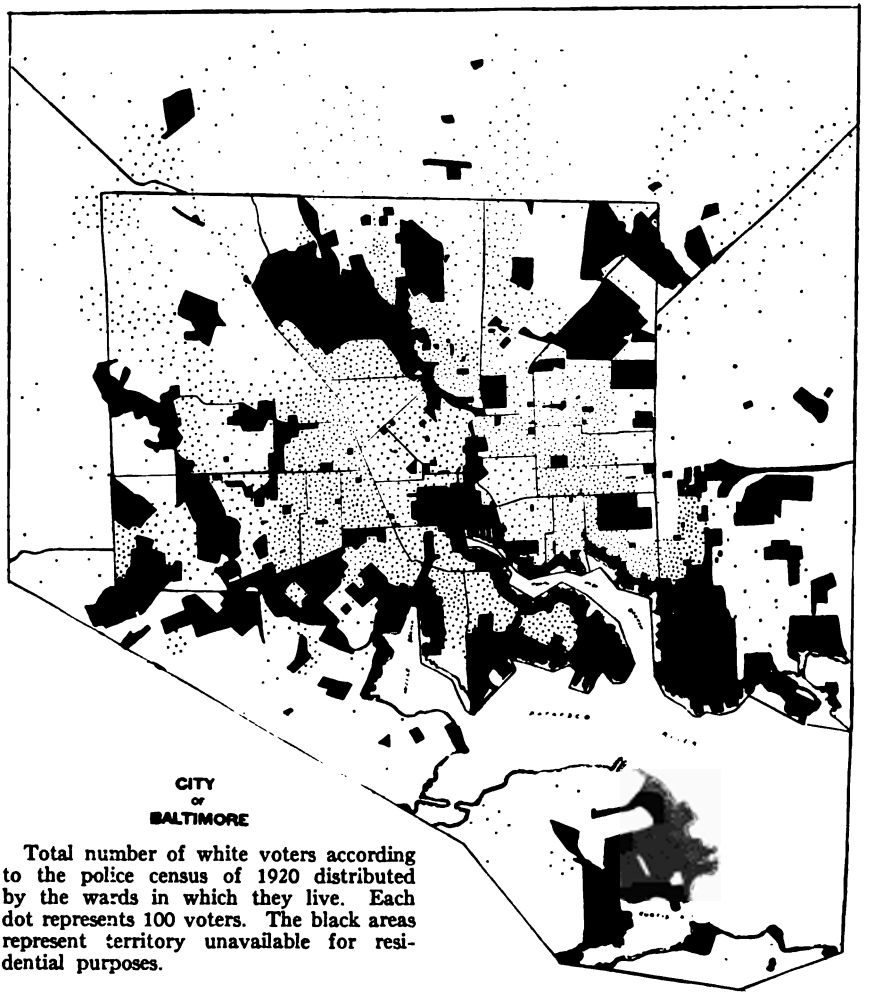
MAP No. 5



CITY OF BALTIMORE

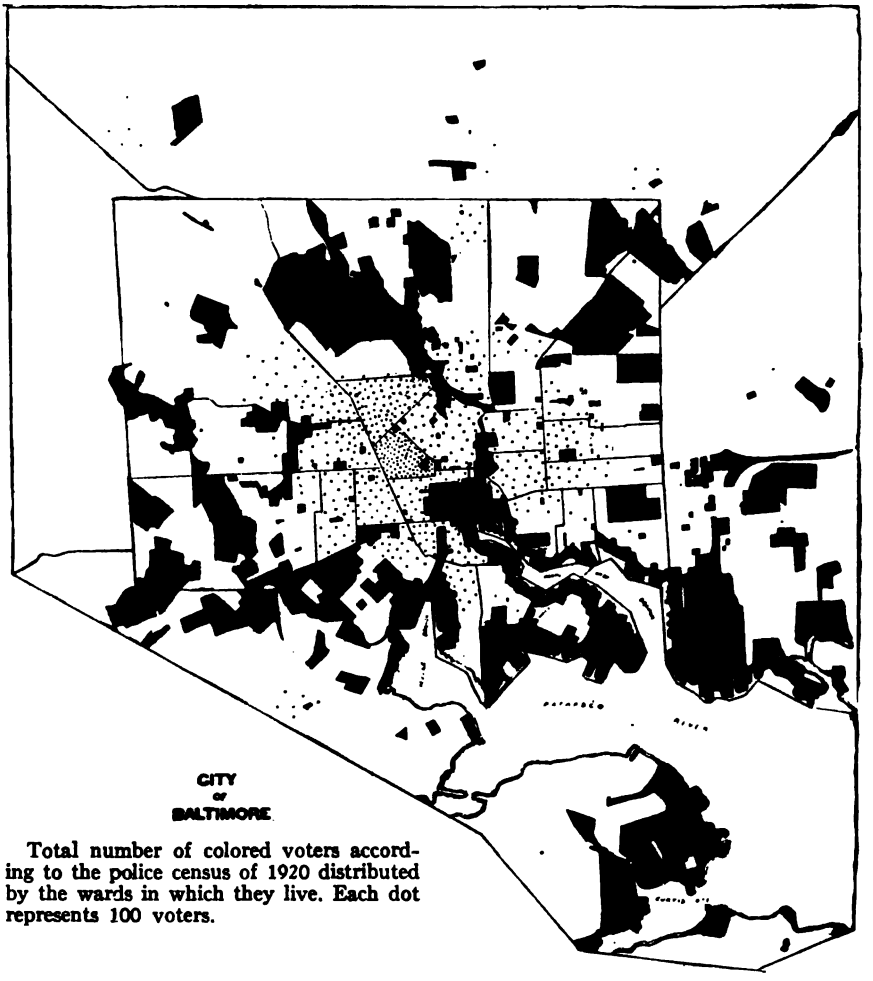
Density of population by wards based on 1920 United States Census figures. Each dot represents 250 people.

MAP No. 6



Total number of white voters according to the police census of 1920 distributed by the wards in which they live. Each dot represents 100 voters. The black areas represent territory unavailable for residential purposes.

MAP No. 7



Total number of colored voters according to the police census of 1920 distributed by the wards in which they live. Each dot represents 100 voters.

In Map No. 7 will be found a distribution of the colored voters who were enumerated by the police in their census of 1920. Both these maps should be utilized in the location of schoolhouses, especially with reference to the junior and senior high schools which should be provided for the children of the city.

TABLE XXXIX

WHITE MALE VOTERS DISTRIBUTED BY WARDS AND YEARS

The percentages show ratio between total number of voters reported in the annual police census of voters and the total number of white voters

WARD	1900	1905	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920
1	98.7	98.7	99.1	98.9	99.1	99.2	99.4	99.4	99.4	99.3	99.3	99.3	*99.3
2	97.0	97.0	97.0	97.0	98.0	97.0	97.0	97.0	97.0	99.0	99.0	97.0	97.0
3	87.0	85.0	83.0	84.0	83.0	85.0	84.0	87.0	86.0	87.0	85.0	82.0	94.0
4	77.0	76.0	70.0	76.0	75.0	73.0	77.0	70.0	68.0	65.0	81.0	68.0	63.0
5	70.0	67.0	62.0	64.0	59.0	82.0	68.0	65.0	57.0	55.0	52.0	51.0	53.0
6	86.0	88.0	90.0	90.0	88.0	89.0	89.0	90.0	89.0	89.0	89.0	89.0	88.0
7	88.0	89.0	91.0	88.0	89.0	87.0	87.0	87.0	87.0	87.0	86.0	85.0	85.0
8	97.0	97.0	97.0	97.0	97.0	96.0	96.0	97.0	96.0	95.0	95.0	95.0	95.0
9	96.0	96.0	95.0	95.0	96.0	96.0	96.0	96.0	96.0	96.0	97.0	96.0	97.0
10	91.0	91.0	90.0	91.0	87.0	90.0	89.0	90.0	90.0	87.0	90.0	86.0	85.0
11	70.0	68.0	67.0	67.0	67.0	66.0	60.0	68.0	68.0	63.0	65.0	68.0	65.0
12	87.0	85.0	86.0	86.0	85.0	86.0	86.0	88.0	87.0	86.0	87.0	86.0	86.0
13	98.7	98.5	98.6	98.7	98.7	98.6	98.6	98.7	98.9	98.6	98.8	98.7	98.2
14	77.3	70.8	61.4	58.7	56.6	54.6	53.0	58.8	50.2	48.8	47.2	47.6	42.6
15	98.8	78.7	80.4	80.7	80.4	79.8	80.1	81.8	82.6	81.9	81.8	84.9	84.2
16	82.6	83.4	80.8	80.5	81.0	80.5	81.3	81.8	83.2	82.2	82.8	82.2	83.0
17	48.0	42.7	36.3	42.8	33.0	30.5	31.2	27.8	27.6	25.2	21.3	27.6	18.0
18	79.8	79.8	77.0	76.8	76.0	75.3	75.3	74.7	75.0	73.4	73.0	73.6	71.3
19	88.0	89.0	89.0	87.0	86.0	81.0	86.0	86.0	86.0	84.0	85.0	83.0	81.0
20	98.0	98.0	98.0	98.0	98.0	98.0	98.0	98.0	98.0	98.0	98.0	98.0	98.0
21	80.0	85.0	86.0	87.0	76.0	86.0	85.0	87.0	88.0	86.0	85.0	86.0	85.0
22	70.0	68.0	67.0	67.0	58.0	65.0	64.0	64.0	66.0	67.0	68.0	67.0	60.0
23	86.0	86.0	86.0	85.0	87.0	86.0	85.0	86.0	90.0	85.0	84.0	91.0	84.0
24	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	99.0	100.0	100.0	100.0
25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	89.4
26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	98.4
27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	96.6
28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	99.3

* Read as follows: Of the total number of voters registered in Ward 1 through the police census, 99.8% were white.

THE PERCENTAGE OF THE TOTAL NUMBER OF CHILDREN ATTENDING PUBLIC SCHOOLS WHO ARE WHITE AND WHO ARE COLORED.

In the public school directory issued by the Board of School Commissioners for the year 1919 and 1920 appears the following statement concerning school districts: "Parents, upon first entering their children into an elementary school, shall have the right to choose any school, provided the school selected has the accommodations. In the event of a school having more applicants for admission than it can accommodate, children living nearest to said school shall have the preference." This may be interpreted as meaning that school district lines have not been established for the schools of Baltimore. In order to study the problem of each individual school, it is necessary to ascertain through the police enumeration of school children the number of children, both white and colored, both public school and non-public school attendants, who live in the immediate locality of any one school. The police census enumeration of school children, made in the fall of each year, includes all children of ages 6 to 16 and gives for each child the name of the school which he attends or whether he is a non-attendant.

A map of the city was made showing the location of each police beat. With each elementary school as a center and a radius of three-eighths of a mile, circles were drawn about each school. The police beats included within each circle were then tabulated for each individual school so as to obtain for each school district the number of children in public school, the number attending non-public schools and the number who are non-attendants, as well as a distribution by color.

In Table XL some of these facts have been distributed. This table shows the percentage of the total number of public school children reported in this police beat census who are white and who are colored. The facts are shown for each elementary school in the city. The other facts obtained from this police census were utilized in the analysis of the individual problem of each school.

FUTURE POPULATION GROWTH IN BALTIMORE.

The estimated population for Baltimore for the years 1930 and 1940 has been given above.

In Table XLI this estimated population is divided among the 28 wards and comparisons made between the census figures of 1920 and the estimates of 1930 and 1940. It will be seen from this table that the greatest increases in population are expected over the decade 1920-30 in Wards 15, 27, 26, 13, 12, 25, 20 and 8, in the order named. It is expected that decreases will take place in Wards 2, 3, 4, 5, 10, 22 and 23, varying in amounts from approximately 300 to 2,300 people. The increases which are expected will vary from approximately 18,000 in Ward 15, 17,000 in Wards 26 and 27 to very high increases in Wards 17 and 18.

TABLE XL

TABLE SHOWING THE PERCENTAGE OF WHITE AND COLORED CHILDREN OF THE TOTAL POLICE SCHOOL CENSUS OF 1920 IN THE IMMEDIATE VICINITY OF EACH SCHOOL BUILDING IN BALTIMORE

White elementary school buildings

NUMBER OF SCHOOL	PERCENTAGE OF WHITE CHILDREN	PERCENTAGE OF COLORED CHILDREN	NUMBER OF SCHOOL	PERCENTAGE OF WHITE CHILDREN	PERCENTAGE OF COLORED CHILDREN
1	57.1	42.9	65	98.3	1.7
2	96.6	3.4	66	91.7	8.3
3	100.0	0.0	67	91.7	8.3
4	70.4	29.6	68	100.0	0.0
5	67.8	32.2	70	92.9	7.1
6	100.0	0.0	72	75.6	24.6
8	48.5	51.5	73	70.5	29.5
9	56.9	43.1	74	83.5	16.5
10	79.2	20.8	75	62.0	38.0
11	65.9	34.1	76	100.0	0.0
12	67.4	32.6	77	91.1	8.9
13	94.0	6.0	78	86.1	13.9
14	56.6	43.4	79	30.4	69.6
15	71.7	28.3	81	36.7	63.3
16	70.6	29.4	83	98.9	1.1
19	93.2	6.8	84	100.0	0.0
20	80.7	19.3	85	78.9	21.1
21	43.3	56.7	86	76.8	23.2
22	89.1	10.9	92	87.9	12.1
23	95.6	4.4	93	80.3	19.7
24	100.0	0.0	94	63.7	36.3
25	97.5	2.5	95	35.8	64.2
26	48.8	51.2	96	95.5	4.5
27	95.5	4.5	97	80.9	19.1
28	100.0	0.0	98	95.5	4.5
29	100.0	0.0	99	94.5	5.5
30	93.3	6.7	201	96.6	3.4
31	39.6	60.4	202	85.2	14.8
32	67.6	32.4	203	No data	
33	94.8	5.2	204	100.0	0.0
34	85.7	14.3	205	100.0	0.0
35	100.0	0.0	206	100.0	0.0
37	86.3	13.7	207	99.6	0.4
38	100.0	0.0	208	No data	
39	50.5	49.5	209	95.5	4.5
42	92.4	7.6	210	No data	
43	100.0	0.0	211	91.3	8.7
45	80.2	19.8	212	91.3	8.7
47	100.0	0.0	213	94.7	5.3
48	93.2	6.8	214	No data	
50	No data		215	99.7	0.3
50 Br.	98.1	1.9	216	100.0	0.0
51	87.7	12.3	217	No data	
53	90.6	9.4	218	No data	
54	80.6	19.4	219	No data	
55	100.0	0.0	220	85.2	14.8
56	100.0	0.0	221	96.7	3.3
57	100.0	0.0	222	91.3	8.7
58	100.0	0.0	223	94.7	5.3
59	100.0	0.0	224	95.5	4.5
60	97.1	2.9	225	No data	
61	70.6	29.4	226	85.2	14.8
62	96.0	4.0	227	No data	
63	98.8	1.2	228	No data	
64	99.3	0.7	229	99.8	0.2
64 Br.	100.0	0.0	230	No data	

TABLE XLI

ESTIMATES OF TOTAL POPULATION FOR EACH CITY WARD AND FOR THE YEARS 1930 AND 1940 CONTRASTED WITH THE 1920 U. S. CENSUS

WARDS	Population in 1920	Population in 1930	Increase	Decrease	Per cent increase	Per cent decrease	Population in 1940	Increase	Decrease	Per cent increase	Per cent decrease
1	33,257	36,500	3,243		9.7		38,500	2,000		5.5	
2	20,823	20,500		323		1.5	20,000		500		2.4
3	19,270	17,000		2,270		11.7	14,500		2,500		14.8
4	14,987	13,500		1,487		9.9	12,500		1,000		7.4
5	17,604	16,000		1,604		9.1	14,800		1,200		7.5
6	31,077	33,100	2,023		6.5		35,500	2,400		7.2	
7	33,038	38,500	5,462		16.5		41,000	2,500		6.5	
8	37,292	44,300	7,008		18.8		50,500	6,200		14.0	
9	31,087	43,000	11,913		38.3		53,000	10,000		23.2	
10	20,225	19,000		1,225		6.5	18,000		1,000		5.2
11	21,376	21,800	424		1.9		22,500	700		.3	
12	36,103	46,000	9,897		27.1		56,000	10,000		21.7	
13	33,660	43,600	9,940		29.5		53,600	10,000		22.9	
14	25,201	27,800	2,599		10.3		30,000	2,200		7.9	
15	48,132	66,000	17,868		37.1		83,000	17,000		25.7	
16	35,436	42,000	6,564		18.5		48,000	6,000		14.3	
17	20,636	20,800	164		.8		21,000	200		.95	
18	20,183	20,300	117		.5		20,500	200		.98	
19	23,678	24,300	622		2.6		25,000	700		2.9	
20	36,851	44,800	7,949		21.6		51,800	7,000		15.6	
21	19,423	19,700	277		1.4		20,000	300		1.5	
22	15,008	13,500		1,508		10.0	12,200		1,300		9.6
23	16,599	16,300		299		1.8	16,000		300		1.8
24	24,584	24,800	216		.9		25,000		200		.8
Total	635,530	713,100	86,286	8,716	12.2		782,900	77,400	8,000	9.7	
25*	21,659	31,109	9,450		43.6		44,809	13,700		44.04	
26*	47,496	64,750	17,254		36.3		88,036	23,286		35.96	
27*	32,639	50,148	17,509		53.6		69,574	19,426		38.7	
28*	10,822	18,393	7,571		69.9		26,461	8,068		43.86	
Total	748,146	877,500	138,070		17.2		1,011,780	71,880		7.1	

* Wards 25, 26, 27 and 28 are estimated on parts of Election Districts outside of 1910 city and the territory considered here actually exceeds the ward outlines as shown in Map 4.

25 { Part 1, Part 13 } Baltimore county. { Part 3, Part 5 } Anne Arundel county.

26 { Part 12, Part 14, Part 15 } Baltimore county.

27 { Part 3, Part 9, Part 14 } Baltimore county.

28 { Part 3, Part 1 } Baltimore county.

TABLE XLI—Concluded

ESTIMATES OF TOTAL POPULATION FOR EACH CITY WARD AND FOR THE YEARS 1930 AND 1940 CONTRASTED WITH THE 1920 U. S. CENSUS

WARDS	Population in 1920	Population in 1930	Increase	Decrease	Per cent increase	Per cent decrease	Population in 1940	Increase	Decrease	Per cent increase	Per cent decrease
WARD 25											
Election Districts											
Part 1	955	1,799	844		88.4		2,699	900		50.0	
Part 13	10,555	14,310	3,755		35.4		21,050	6,740		47.2	
Part 5 A. A	9,644	14,000	4,356		45.1		19,620	5,620		40.1	
Part 3 A. A	505	1,000	495		98 0		1,440	440		44.0	
Total	21,659	31,109	9,450		43.6		44,809	13,700		44.04	
WARD 26											
Election Districts											
Part 14	9,757	15,660	5,903		60.5		24,915	9,255		59.1	
Part 15	60	90	30		50.0		120	30		33.3	
Part 12	37,679	49,000	11,321		29.9		63,001	14,001		28.6	
Total	47,496	64,750	17,254		36.3		88,036	23,286		35.96	
WARD 27											
Election Districts											
Part 9	19,746	29,500	9,754		49.5		39,180	9,680		32.8	
Part 3	8,015	12,808	4,793		59.8		17,920	5,112		39.9	
Part 14	4,878	7,840	2,962		60.5		12,474	4,634		59.1	
Total	32,639	50,148	17,509		53.6		69,574	19,426		38.7	
WARD 28											
Election Districts											
Part 3	7,000	11,192	4,192		59.8		15,660	4,468		39.9	
Part 1	3,822	7,201	3,379		88.4		10,801	3,600		50.0	
Total	10,822	18,393	7,571		69.9		26,461	8,068		43.86	

RATIO BETWEEN TOTAL POPULATION AND TOTAL PUBLIC SCHOOL ENROLLMENT.

In Table XLII will be found the total population of the city for the years 1910 and 1920 and the ratio which has been found to exist between this total population and net public school enrollment for those years.

In the year 1910 the net public school enrollment was 12 per cent. of the total population for that year. In the decade 1910-1920, the total population had increased 31 per cent. The net public school enrollment had increased during the same period approximately 42 per cent., making a 13 per cent. ratio between net school enrollment and total population for the year 1920. The total population figure of 877,500 is the estimate of the Chesapeake & Potomac Telephone Co. for their study area, as in Map No. 4.

TABLE XLII

RELATION BETWEEN TOTAL POPULATION AND SCHOOL POPULATION—BALTIMORE

YEAR	TOTAL POPULATION	DECADE INCREASE IN POPULATION (PER CENT)	NET PUBLIC SCHOOL ENROLLMENT	DECADE INCREASE IN NET ENROLLMENT (PER CENT)	PER CENT NET PUBLIC SCHOOL ENROLLMENT IS OF TOTAL POPULATION	INCREASE IN CHILDREN OF NET SCHOOL ENROLLMENT
1910	558,485‡	10.0%	67,508	4.0%	12.0%	.....
1920	733,826‡	31.0%	95,704	42.0%	13.0%	28,196
1930	877,500*	19.5%	122,850†	28.3%	14.0%†	27,146†
1940	1,011,780*	15.3%	151,767†	23.5%	15.0%†	28,917†

* Estimates of the Chesapeake and Potomac Telephone Company for their study area as in Map 4. The very large part of this area lies in the 1920 city limits. Population comparisons could only be made on this basis as detailed facts were not available for the annex territory alone.
† Estimates of the Survey Commission.
‡ United States census figures.

This study area includes territory outside of the present 1920 city limits. A very large part of the population included within this study area lies, however, within the city limits. Since other estimates have been made in Baltimore prophesying 900,000 for a total population within the total city limits for 1930, it has been considered conservative to use the Chesapeake & Potomac Telephone Co.'s figures as a basis. It is expected that the per cent. which net public school enrollment is to total population will increase within the next decade to at least 14 per cent. New buildings and new facilities in buildings will cause this increase of percentage. If the percentage is placed at 14, the resultant increase in net school enrollment will be 27,146.

On the above basis, it is estimated that the public school enrollment in 1930 will be approximately 122,850 children. This is an approximate in-

crease of 28,000 children for the decade 1920 and 1930. It may safely be assumed that the per cent. which the public school enrollment is of total population will increase since new buildings, with the additional facilities which are being provided today in modern school buildings, will attract more children and tend to keep children longer in school. The estimated increase of 28,000 is approximately the increase of the past decade of 1910 and 1920 and therefore may be considered a really conservative estimate. Baltimore's school building problem therefore includes the housing of approximately 28,000 children who will be added to the enrollment of the present year.

PUBLIC SCHOOL ENROLLMENT YEARS 1912-1940.

It has already been pointed out that the ratio between the white people and the colored people for the city of Baltimore has been rather constant for the years 1900 to 1920. Eighty-seven per cent. of the total number of voters were listed as white and 13 per cent. as colored for the year 1920.

TABLE XLIII

PUBLIC SCHOOL POPULATION—CITY OF BALTIMORE

Ratio between number of white and number of colored children of total net enrollment—years 1912 and 1940

	WHITE		COLORED		TOTAL
	Number	Per cent	Number	Per cent	
1912–13	63,206	84.6	11,477	15.4	74,683
1913–14	65,278	84.4	12,011	15.6	77,289
1914–15	64,724	84.3	12,036	15.7	76,760
1915–16	58,106	83.1	11,793	16.9	69,899
1916–17	67,012	85.8	11,078	14.2	78,090
1917–18	68,556	84.5	12,523	15.5	81,079
1918–19	83,330	86.3	13,277	13.7	96,607
1919–20	82,644	85.1	14,448	14.9	97,092
1930*	105,651	86.0	17,199	14.0*	122,850
1940*	130,519	86.0	21,247	14.0*	151,767

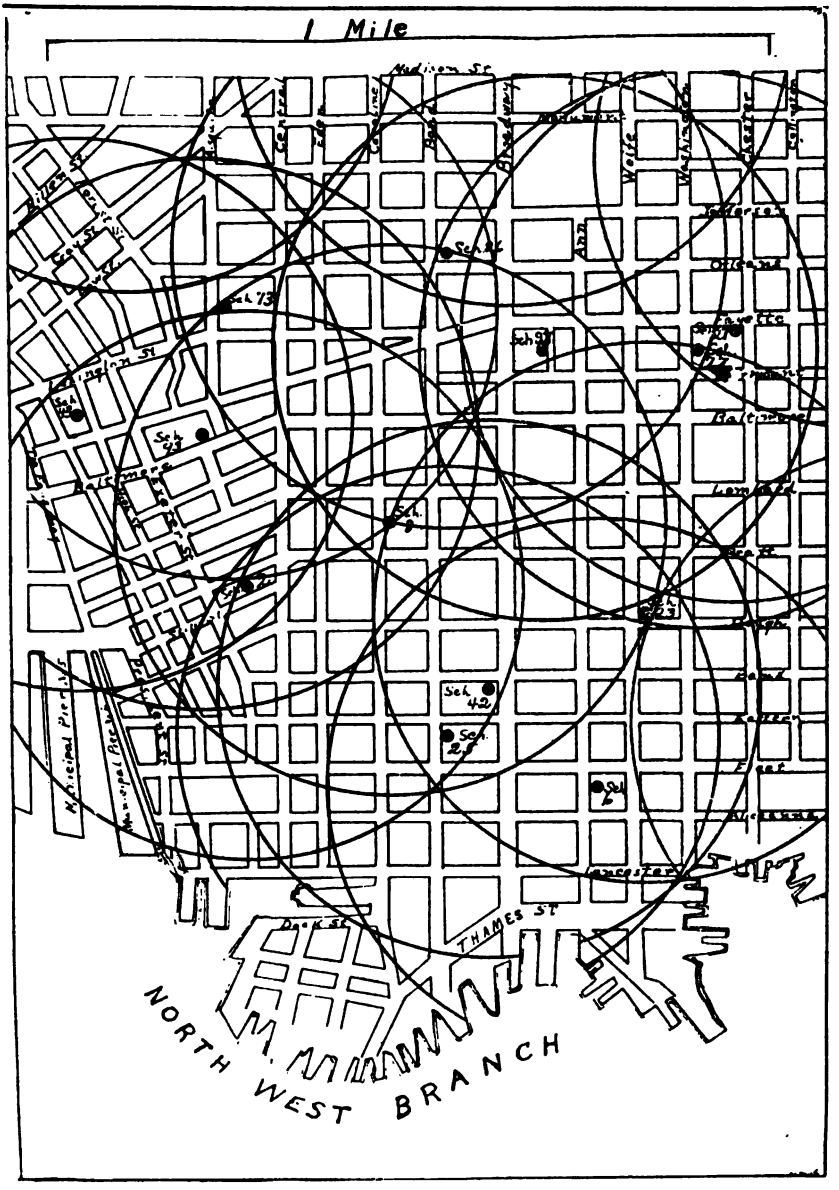
* Estimates.

In Table XLIII the ratio is given between the number of white children and the number of colored children of net enrollment for the city of Baltimore for the years 1912-1920. It will be seen that the percentage of the total number of public school children who are white has varied only slightly from 84.6 per cent. in 1911-1912 to 85.1 per cent. in 1919-1920. It is to be expected that the percentage of white children in school would be less than

MAP No. 8

CITY OF BALTIMORE

Showing the overlapping between the school districts of sixteen elementary schools for white children, in one section of Baltimore. A three-eighths-mile radius has been used for each circle. This great overlapping presents evidence of the need for the scientific development of a school building program.



the percentage of white people of total population because of the number of white children who are attending non-public schools in the city of Baltimore. It may be estimated that a larger percentage of white children will be attending public schools with the erection of modern buildings in the city. The Survey Commission therefore estimates that the total school population of 122,850 children will be divided in 1930 on an 86 per cent. white and 14 per cent. colored basis. Therefore, in 1930, Baltimore will have found it necessary to have provided schoolhousing for 105,651 white children and 17,199 colored children.

THE 6—3—3 PLAN.

In advancing a school building program it is necessary to consider the type of educational organization which has been sanctioned by the Board of Education. In Baltimore, the 6—3—3 plan of organization has long been adopted.

As has already been pointed out, Baltimore has a very large percentage of small buildings. In fact, 25 per cent. of the elementary and junior high school buildings have less than 10 rooms, 50 per cent. have 14 rooms or

TABLE XLIV

COSTS OF JANITORIAL SERVICE AND PRINCIPALS' SERVICE IN 220 SCHOOLS OF 28 CITIES ON THE BASIS OF CHILD IN AVERAGE DAILY ATTENDANCE*

BUILDINGS HAVING	Number of cases	Median cost of janitorial service per child in average daily attendance	Median cost of principals' salary per child in average daily attendance
1–4 rooms	57	$2.562	$8.50
5–8 rooms	39	3.000	5.06
9–12 rooms	62	2.464	3.75
13–16 rooms	34	2.107	3.05
17–20 rooms	17	2.131	2.94
21–24 rooms	8	1.675	2.40

less and 75 per cent. have 20 rooms or less. Cost figures gathered from many communities covering the operation, maintenance and supervision of school buildings indicate that school buildings which house less than 1,000 children are not economical buildings to maintain.

In Table XLIV the costs of janitorial service and principal service in 222 schools of 28 cities are given. The steady decrease in cost of these two items as buildings became larger is clearly shown.

* From Engelhardt, N. L., *A School Building Program for Cities*, Teachers College Bureau of Publications, Columbia University, New York City.

A 6—3—3 plan for the city of Baltimore cannot be advantageously developed where there are many small buildings housing less than 500 or 600 children. The present-day program for the classification and promotion of children requires that much larger groups be brought together so that children may be classified according to their mental abilities and may be promoted rapidly and frequently during the school year. One of the difficulties growing out of the multiplication of small school buildings is seen in Map No. 8. This map represents the southeastern section of the city bounded by Monument Street on the north, Collington Street on the east, North West Branch on the south and the Fallsway on the west. Within this section there are represented the complete districts or the partial districts of 16 different school buildings.

On the map, the territory within the circle represents the school area for the various schools. A three-eighths mile radius has been used in each case. The overlapping evident in this section must be reduced to a minimum in the development of the school building program and in all future construction overlapping of this nature should be avoided. In order to eliminate overlapping as far as possible, the Board of Education should set up standards for travel distances and should also, as the school building program develops, fix school district boundaries for every school within the city. Map No. 8A gives another detailed section of the city where much overlapping results because of the failure to plan large school buildings.

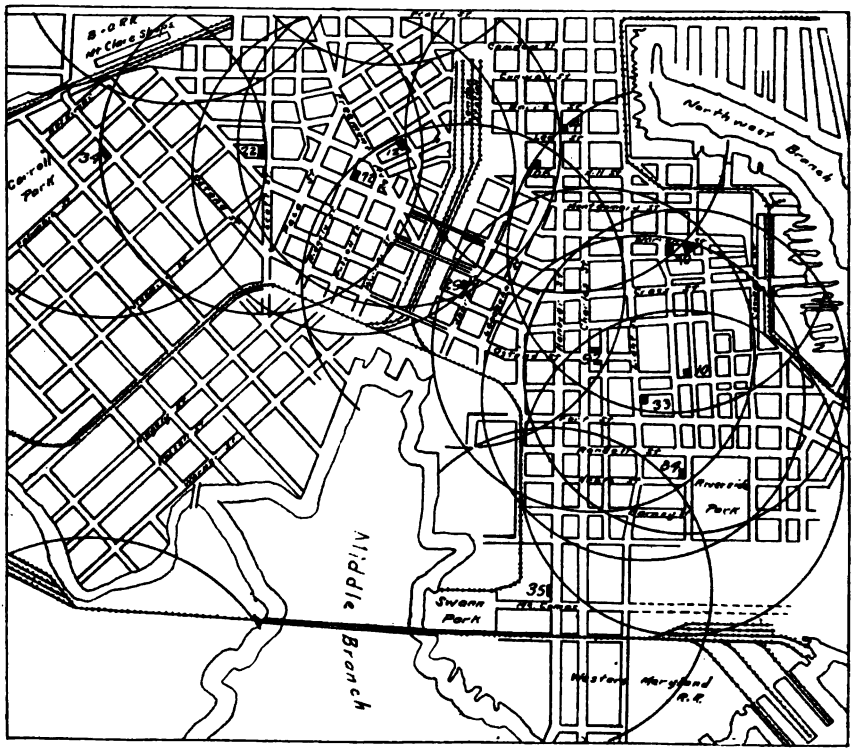
In order to show that this overlapping is not limited to one type of school or to one section of the city, Maps No. 9, No. 10 and No. 11 are presented.

In Map No. 9 will be found circles representing all elementary schools for white children in the city of Baltimore in November, 1920. The center of each circle represents the location of an elementary school. The small circles have been drawn with a three-eighth mile radius and represent schools within the 1910 city limits. The large circles have a mile radius and show the school buildings for white children in the 1920 annex. It will be seen that the overlapping occurs to a great degree throughout the entire part of the city within the 1910 city limits. In three instances, namely, where Schools 66 and 67 are to be found, where Schools 96 to 98 are located, and where Schools 19, 38, and 48 are located, only one circle is drawn because of the close proximity of these school buildings and because the circles for two or three buildings would be practically identical.

In Map No. 10 are shown the elementary school buildings for colored children for the city. The small circle in these instances has been drawn with a one-half mile radius and the large circle in the annex section of the city with a mile radius. The overlapping between these school districts is of such a nature as to demand a very carefully developed program for the future school plant for colored children.

In Map No. 11 the overlapping between the territories feeding into junior high schools is shown. Here a one-mile radius is used, since it is expected that children of these ages should travel as a maximum not more than one and one-half miles to school and that one mile is not unreasonable. Because of the excellent transportation facilities which prevail in Baltimore, a travel distance of this length is no hardship for a junior high

MAP No. 8A

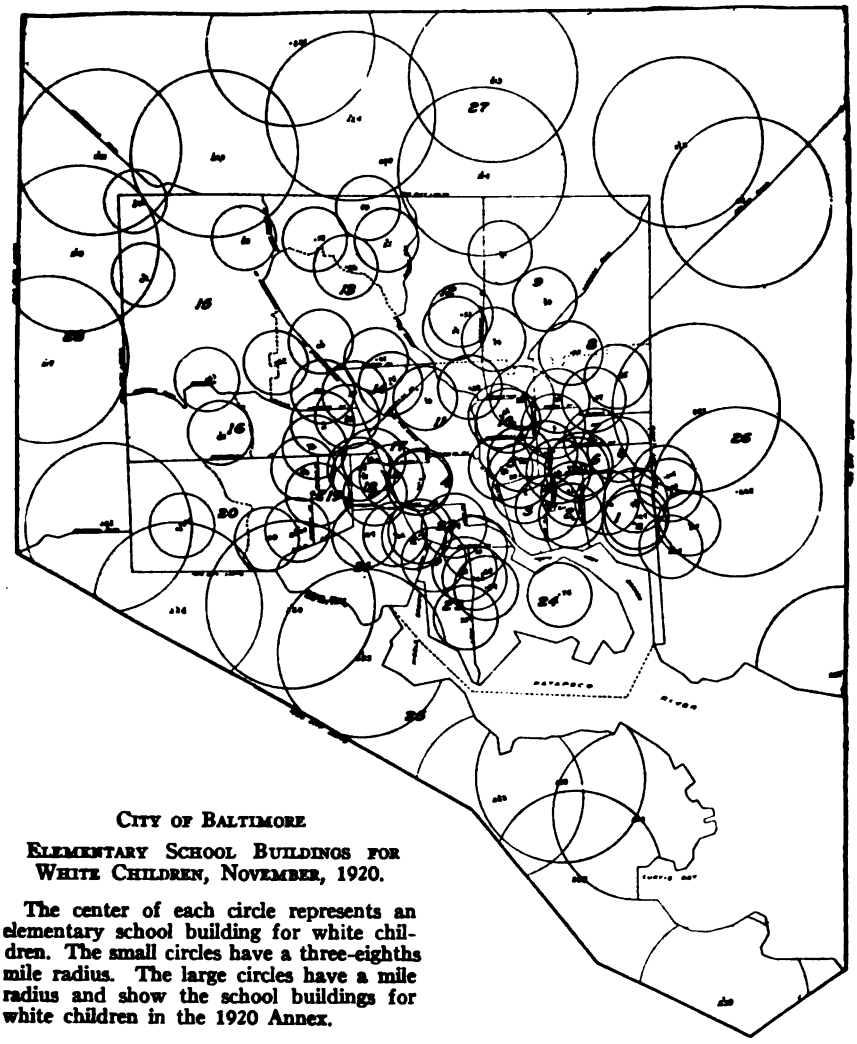


Showing the overlapping between districts of elementary schools for white children in the southern section of the city.

school child. The future program for junior high schools in Baltimore should be such as to produce a definite relationship between a certain number of elementary schools and a junior high school. The facts are not available for the establishment of a definite relationship in this field, but may readily be developed as the building program progresses.

The attendance in junior high, senior high and elementary schools for the year 1919-1920 in large cities where the junior high school is being developed will be seen in Table XLV.

MAP No. 9



CITY OF BALTIMORE

ELEMENTARY SCHOOL BUILDINGS FOR WHITE CHILDREN, NOVEMBER, 1920.

The center of each circle represents an elementary school building for white children. The small circles have a three-eighths mile radius. The large circles have a mile radius and show the school buildings for white children in the 1920 Annex.

TABLE XLV

ATTENDANCE 1919–1920 IN THE ELEMENTARY SCHOOLS, JUNIOR HIGH SCHOOLS AND SENIOR HIGH SCHOOLS OF SEVEN LARGE CITIES

	ATTENDANCE, 1919–1920*		
	Elementary	Junior high	Senior high
Rochester	24,562	2,224	2,913
Cincinnati	32,869	516	4,668
Cleveland	73,299	10,432	9,775
Detroit	76,030	2,252	12,764
Grand Rapids	10,811	920	2,440
Denver	27,730	1,898	4,622
Oakland	22,177	458	4,875

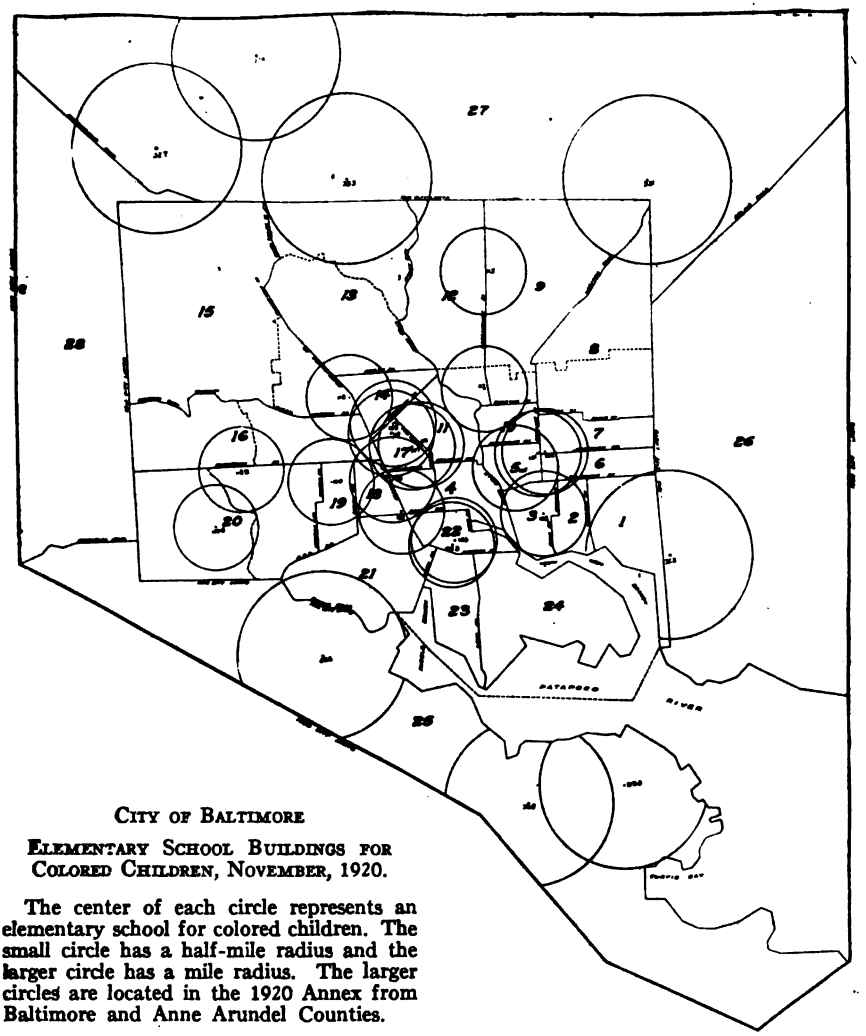
* From data secured from questionnaires submitted to the National Committee for Chamber of Commerce Co-operation with the Public Schools, New York City.

ENROLLMENT RELATIONSHIPS EXISTING BETWEEN THE THREE GROUPS OF THE 6—3—3 PLAN.

In Table XLVI will be found the total enrollment figures for the schools for the white children and the schools for the colored children for the years 1912-1920. The enrollment in each case is divided on the 6—3—3 basis. The figures show that an increasing percentage of white children has been going since 1912 into the seventh, eighth and ninth grades, and also the tenth, eleventh and twelfth grades. In 1912-13 about 83 per cent. of the total white enrollment was in grades kindergarten to six. In 1910-20 this had dropped to 78.3 per cent. In 1912-13, 13.4 per cent. of the total enrollment for white children was found in the grades seven to nine, inclusive, and 4.2 per cent. in grades ten to twelve, inclusive. In 1919-20 these percentages were 17.0 per cent. for grades seven to nine, inclusive, and 4.7 per cent. for grades ten to twelve, inclusive. In other words, it is quite clear that Baltimore's white school children are to an increasing degree tending to take advantage of the opportunities which are being offered in the upper grades of the school system.

In 1912-13 the percentage of total enrollment of colored children in grades one to six was 86.7 per cent. In 1919-20 this became 86.8 per cent. In grades seven to nine, 10.0 per cent. was the percentage of total colored enrollment for the year 1912-13 and 9.3 per cent. for the year 1919-20. The percentage of colored enrollment for grades ten to twelve varied from 3.3 per cent. in the year 1912-13 to 3.9 per cent. in the year 1919-20. It should be borne in mind that the total enrollment figures for all three groups showed a considerable increase during this period. The slight variation in the percentages suggests, however, that were better pro-

MAP No. 10



CITY OF BALTIMORE

ELEMENTARY SCHOOL BUILDINGS FOR COLORED CHILDREN, NOVEMBER, 1920.

The center of each circle represents an elementary school for colored children. The small circle has a half-mile radius and the larger circle has a mile radius. The larger circles are located in the 1920 Annex from Baltimore and Anne Arundel Counties.

visions made for the colored children in grades seven to twelve, a larger percentage of them would remain in school beyond the sixth grade.

In making estimates for increases in enrollment in each group of the 6—3—3 plan, it is reasonable to take 79.7 per cent. of the total white enrollment for grades kindergarten to 6, 15.7 per cent. of the total white enrollment for grades 7 to 9, and 4.6 per cent. of the total white enrollment for grades 10 to 12.

TABLE XLVI

BALTIMORE PUBLIC SCHOOLS

Enrollment of white children

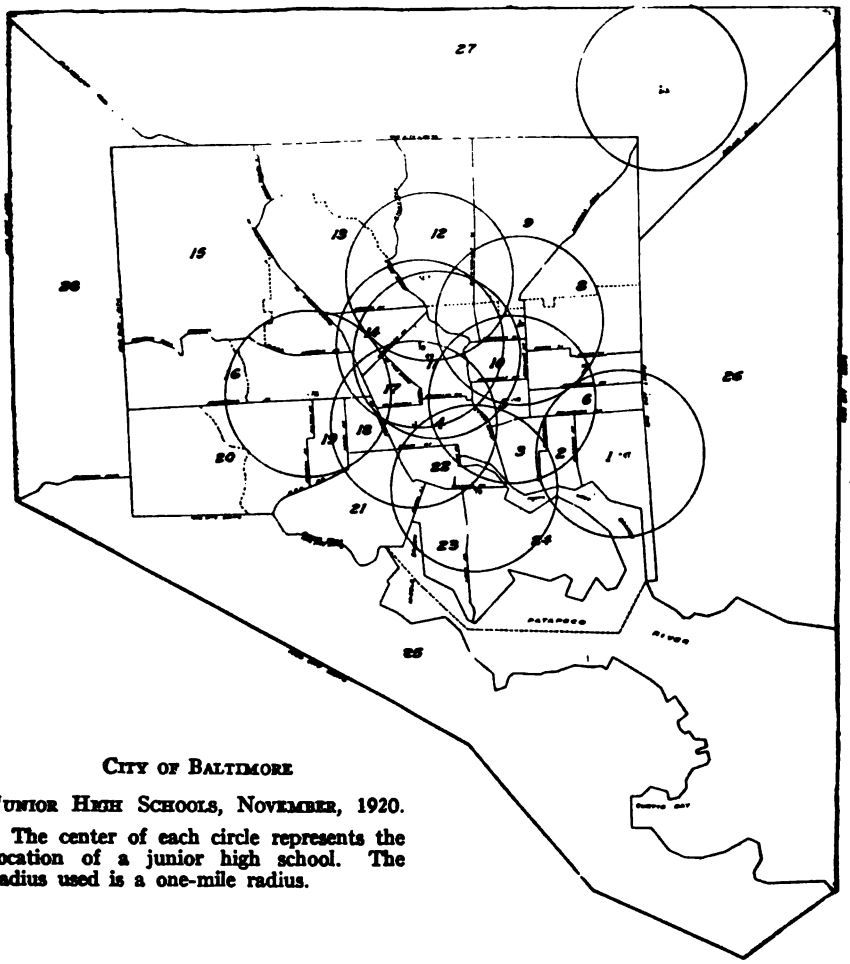
YEAR	GRADES K–6		GRADES 7–9		GRADES 10–12		TOTALS
	Number	Per cent	Number	Per cent	Number	Per cent	Number
1912–13	50,712	82.4	8,263	13.4	2,567	4.2	61,542
1913–14	54,034	81.2	9,243	13.9	3,214	4.9	66,491
1914–15	52,933	81.9	8,776	13.5	2,900	4.6	64,609
1915–16*	46,659	79.0	9,356	15.8	3,036	5.2	59,051
1916–17	54,002	79.7	10,584	15.6	3,135	4.7	67,721
1917–18	55,375	79.8	10,615	15.2	3,393	5.0	69,383
1918–19	65,738	81.0	12,095	14.9	3,253	4.1	81,086
1919–20	63,956	78.3	13,917	17.0	3,755	4.7	81,628‡
1930	84,204	79.7†	16,587	15.7†	4,860	4.6†	105,651
1940	104,023	79.7	20,491	15.7	6,004	4.6	130,519
Enrollment of colored children							
1912–13	9,921	86.7	1,149	10.0	363	3.3	11,433
1913–14	10,384	86.8	1,177	9.8	397	3.4	11,958
1914–15	10,477	87.0	1,140	9.4	417	3.6	12,034
1915–16*	10,937	87.1	1,188	9.4	429	3.5	12,554
1916–17	10,990	87.1	1,156	9.1	465	3.8	12,611
1917–18	10,948	87.9	1,085	8.7	421	3.4	12,454
1918–19	11,606	87.8	1,193	9.0	416	3.2	13,215
1919–20	12,599	86.8	1,362	9.3	548	3.9	14,509‡
1930	15,049	87.5†	1,547	9.0†	602	3.5†	17,199
1940	18,591	87.5	1,912	9.0	743	3.5	21,247

* Three individual school reports missing in this year.
† The average of the previous three years is used here as a basis for an estimate.
‡ Includes all June, 1920, final enrollment, except in a few cases where November, 1920, enrollment was used.

For colored children, the percentage 87.5 of the total enrollment may be used for grades 1 to 6, 9.0 of total enrollment for grades 7 to 9, and 3.5 of total enrollment for grades 10 to 12.

The estimates of increased enrollment over the decade 1920-30 distributed between the three divisions of a 6—3—3 plan are shown in Table XLVII.

MAP No. 11



CITY OF BALTIMORE

JUNIOR HIGH SCHOOLS, NOVEMBER, 1920.

The center of each circle represents the location of a junior high school. The radius used is a one-mile radius.

ESTIMATED INCREASE IN ENROLLMENT—DISTRIBUTED BY WARDS

In order to ascertain in what sections of the city new accommodations must be planned for new enrollment, it was found necessary to distribute the increased enrollment by wards. This has been done in Table XLVIII. This table gives the estimated increases and decreases in total population for the various wards for the decade 1920-30 with the estimated increases in public school enrollment for both white and colored children.

In ascertaining the prospective increase in public school enrollment for this decade, 14 per cent. of the estimated increase in total population was taken and combined with 1 per cent. of the total population of 1920. It will be recalled that 13 per cent. was the ratio found for 1920 and 14 per cent. the ratio estimated for 1930 between net public school enrollment and total population. This accounts for the 1 per cent. used above.

In securing the estimates of increased enrollment for both white and colored children, the ratios found to exist between white and colored voters in each ward for the year 1920 were used. Table XLVIII gives, therefore, in approximate numbers, the number of children of increased enrollment for whom provision should be made in each ward. In order to plan buildings for these children, it becomes necessary to change these estimated increases involving all grades of children to estimates for each grouping of the 6—3—3 plan. This has been done in the following table.

Table XLIX shows the division of estimated increased enrollment between the elementary schools, the junior high schools, and the senior high schools, as well as the division between the white children and the colored children. These estimates are made on the ratio basis of 79.7 per cent., 15.7 per cent., 4.6 per cent. for white children in grades 1 to 6, 7 to 9, and 10 to 12, respectively, and upon the ratio basis of 87.5 per cent., 9.0 per cent. and 3.5 per cent. for colored children of these three groups, respectively.

TABLE XLVII

DISTRIBUTION OF THE 27,400 SCHOOL POPULATION INCREASE IN 1920–1930, BY GROUPINGS OF THE 6–3–3 PLAN AND COLOR

GRADE LOCATION	WHITE CHILDREN		COLORED CHILDREN		TOTAL CHILDREN
	Per cent	Number	Per cent	Number	
Kindergarten to 6	79.7	18,607	87.5	3,325	21,932
7–9	15.7	3,665	9.0	342	4,007
10–12	4.6	1,074	3.5	133	1,207
Total	100.0	23,346	100.0	3,800	27,146*

* The figures from Table XLII were considered as a base.

TABLE XLVIII

ESTIMATED INCREASED ENROLLMENT FOR THE DECADE 1920–1930, DISTRIBUTED BY WARDS AND BASED ON THE ESTIMATED INCREASE IN TOTAL POPULATION

WARD	Estimated increase in total population, 1920–1930	Estimated decrease in total population, 1920–1930	Estimated increase in public school enrollment, 1920–1930	Estimated decrease in public school enrollment, 1920–1930	Estimated increases in public school enrollment of white children, 1920–1930	Estimated increases in public school enrollment of colored children, 1920–1930
1	3,243	.....	787	.....	787	.....
2	.....	323	163	.....	163	.....
3	.....	2,270	.....	125	*	.....
4	.....	1,487	.....	58	*	.....
5	.....	1,604	.....	49	*	.....
6	2,023	.....	594	.....	522	72
7	5,462	.....	1,095	.....	931	164
8	7,008	.....	1,354	.....	1,286	68
9	11,913	.....	1,979	.....	1,979	.....
10	.....	1,225	30	.....	25	5
11	424	.....	273	.....	177	96
12	9,897	.....	1,747	.....	1,502	245
13	9,940	.....	1,729	.....	1,729	.....
14	2,599	.....	616	.....	262	354
15	17,868	.....	2,983	.....	2,506	477
16	6,564	.....	1,273	.....	1,056	217
17	164	.....	229	.....	41	188
18	117	.....	218	.....	155	63
19	622	.....	324	.....	262	62
20	7,949	.....	1,482	.....	1,482	.....
21	277	.....	233	.....	198	35
22	.....	1,508	.....	61	*	.....
23	.....	299	124	.....	104	20
24	216	.....	275	.....	275	.....
25	9,450	.....	1,829	.....	1,635	194
26	17,254	.....	3,391	.....	3,391	.....
27	17,509	.....	3,252	.....	3,252	.....
28	7,571	.....	1,458	.....	1,458	.....
Total	138,070	8,716	27,439	293	.....	.....
Total increase,	129,354		27,146		.....	.....

* Decreases not estimated because of slight changes.

NEW ELEMENTARY SCHOOL BUILDINGS FOR WHITE CHILDREN.

A total of 20,065 white children of the elementary grades may be expected in the increased enrollment of 1920-30. As has already been pointed out, it is disadvantageous and uneconomical to build school buildings housing less than 1,000 children. In a city like Baltimore, the tendency should be to plan school buildings which ultimately will house between 1,500 to 2,000 children. Thirty-two to thirty-six classrooms in each school should

TABLE XLIX

ESTIMATED INCREASES IN PUBLIC SCHOOL ENROLLMENT FOR THE ELEMENTARY SCHOOLS, THE JUNIOR HIGH SCHOOLS AND THE SENIOR HIGH SCHOOLS, DISTRIBUTED BY WARDS

WARD	ESTIMATED INCREASES IN PUBLIC SCHOOL ENROLLMENT OF WHITE CHILDREN	ESTIMATED INCREASES IN PUBLIC SCHOOL ENROLLMENT OF COLORED CHILDREN	ESTIMATED INCREASES IN PUBLIC SCHOOL ENROLLMENT OF WHITE CHILDREN			ESTIMATED INCREASES IN PUBLIC SCHOOL ENROLLMENT OF COLORED CHILDREN		
			Grades K–6, 79.7%	Grades 7–9, 15.7%	Grades 10–12, 4.6%	Grades K–6 87.5%	Grades 7–9, 9.0%	Grades 10–12, 3.5%
1	787	.....	627	124	36	.....	.....	.....
2	163	.....	129	26	7	.....	.....	.....
3	*	.....	*	.....	.....	.....	.....	.....
4	*	.....	*	.....	.....	.....	.....	.....
5	*	.....	*	.....	.....	.....	.....	.....
6	522	72	416	82	24	63	6	3
7	931	164	742	146	43	143	15	6
8	1,286	68	1,025	202	59	60	6	2
9	1,979	.....	1,576	310	91	.....	.....	.....
10	25	5	20	4	1	4	.....	.....
11	177	96	141	28	8	84	9	3
12	1,502	245	1,197	236	69	214	22	9
13	1,729	.....	1,378	271	79	.....	.....	.....
14	262	354	209	41	12	308	32	12
15	2,506	477	1,997	393	115	417	43	17
16	1,056	217	842	166	49	190	20	8
17	41	188	33	6	2	165	17	6
18	155	63	123	24	7	55	6	2
19	262	62	209	41	12	54	5	2
20	1,482	.....	1,181	233	68	.....	.....	.....
21	198	35	158	31	9	31	3	1
22	*	.....	.....	.....	.....	.....	.....	.....
23	104	20	83	16	5	18	2	.....
24	275	.....	219	43	13	.....	.....	.....
25	1,635	194	1,303	257	75	170	17	7
26	3,391	.....	2,703	532	156	.....	.....	.....
27	3,252	.....	2,592	510	150	.....	.....	.....
28	1,458	.....	1,162	229	67	.....	.....	.....
Total	25,178	2,260	20,065	3,951	1,157	1,976	203	78

* Decreases in these wards make a total of 27,146.

be planned with the possibility of additions. Since the 6—3—3 plan has been adopted for Baltimore, it is desirable that all children of the 7th, 8th and 9th grades be given an opportunity to attend school in junior high schools. The school building program should include enough junior high schools to take care of all 7th, 8th and 9th grade children.

In the school year 1919-20, approximately 11,200 white children were in the junior high school grades. At that time an effort was being made to give junior high school training to about 6,500 of these children. Some

of the remaining 4,700 children of the 7th, 8th and 9th grades were being provided for in the high schools and others were taking the old type of 7th, 8th and 9th grade work. If the 7th and 8th grade children who were in 1920-21 being housed in elementary schools have provisions made for them in junior high schools, approximately 4,575 elementary children of the increased enrollment for the decade 1920-30 may be cared for in present school buildings or by means of the replacement program. This means that

TABLE L

THE WARDS IN WHICH THE ERECTION OF ELEMENTARY SCHOOL BUILDINGS SHOULD BE PLANNED TO PROVIDE FOR INCREASING ENROLLMENT FOR THE DECADE 1920–1930 AND THE NUMBER OF BUILDINGS IN THOSE WARDS

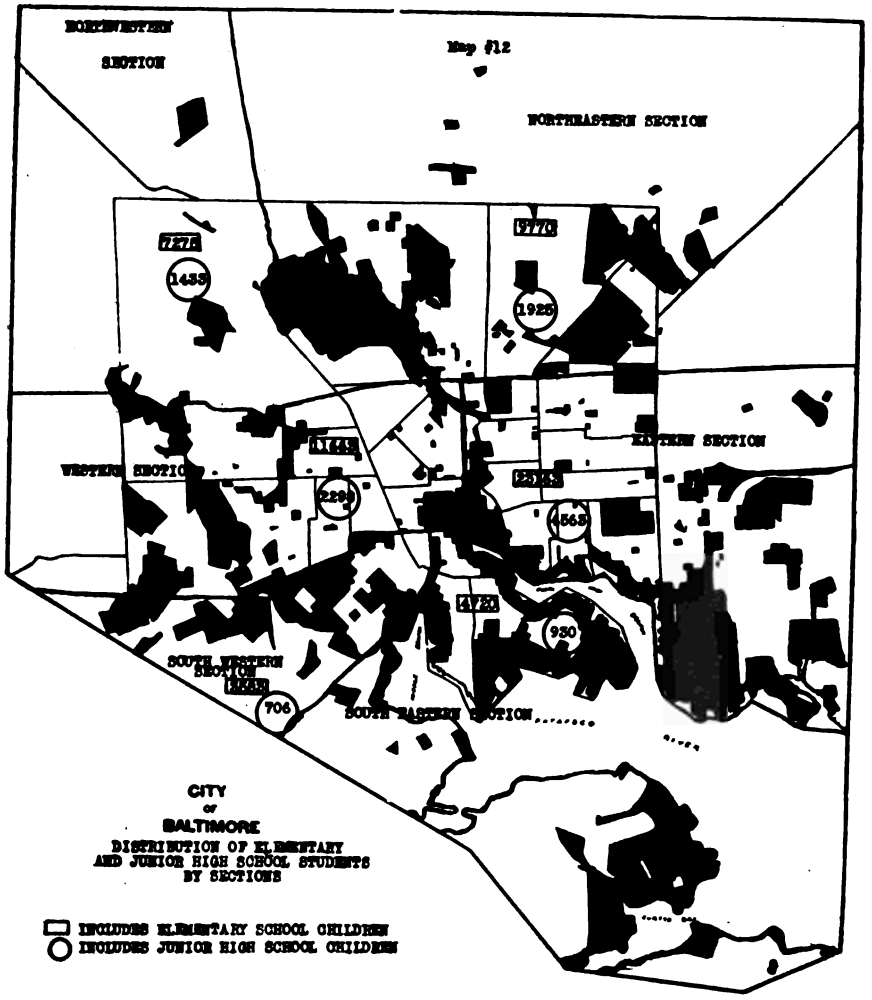
WARD	Estimated increase in enrollment of white children, grades 1–6	Estimated number of classrooms required, capacity 40 children each	Estimated number of buildings to begin with
26	2,703	68	2
27	2,592	65	2
15	1,997	51	2
9	1,576	40	1
13	1,378	36	1
25	1,303	33	1
12	1,197	30	1
20	1,181	30	1
28	1,162	30	1
8	1,025	26	1
16	842	22	1
7	742	19	1
1	627	16	1
Total	18,325	466	16

approximately 16,000 of the 20,065 children of new enrollment must be provided for in new buildings or in additions to present buildings during the decade.

From Table XLIX may be obtained wards which have the greatest increases in elementary enrollment. If school buildings are planned which provide for 1,500 or more children, approximately between 10 to 15 school buildings must be begun in order to house the increased elementary enrollment. The number is placed at 10 to 15, since many of these buildings cannot be filled to maximum capacity immediately after their erection.

The wards in which elementary school buildings should be first planned, together with the number of elementary school buildings for those wards, are shown in Table L.

MAP No. 12


Map #12
NORTHEASTERN SECTION
7770
1925
7278
1435
EASTERN SECTION
WESTERN SECTION
4563
4720
930
706
SOUTH EASTERN SECTION
CITY
OF
BALTIMORE
DISTRIBUTION OF ELEMENTARY
AND JUNIOR HIGH SCHOOL STUDENTS
BY SECTIONS
INCLUDES ELEMENTARY SCHOOL CHILDREN
INCLUDES JUNIOR HIGH SCHOOL CHILDREN

NEW JUNIOR HIGH SCHOOLS.

In order to plan the junior high schools for the city, it is necessary to consider where the junior high school children are living. The actual distribution of junior high school population was not secured in terms of the residence of each child. The approximation, however, was made on the basis of the number of children who are at present enrolled in elementary schools in the various sections of the city. For the purpose of determining junior high school needs, the city was divided into the six sections indicated below. The number of public school children attending the elementary schools of these sections was taken and with that as a basis and the 79.7 per cent.—15.7 per cent. ratio as a factor, the number of children who might be expected to be living in each section and who belong to the junior high school grades was estimated. The estimates are given below.

In the northeast section of the city bounded by North Street and western boundary of Druid Hill Park, 9,770 elementary children and 1,925 junior high school children are found.

In the east section bounded by North and Charles Streets and the North West Channel, 23,163 elementary children and 4,563 junior high school children are found.

In the section south of Pratt Street and east of the B. & O. Railway, 4,720 elementary children and 930 junior high school children are found.

In the west of the B. & O. Railway, south of Pratt Street and east of the Pennsylvania Railroad, 3,583 elementary children and 706 junior high school children are found.

In the section bounded by North Street, Charles Street, Pratt Street, Pennsylvania Railroad, and the old city limit, 11,663 elementary children and 2,298 junior high school children are found.

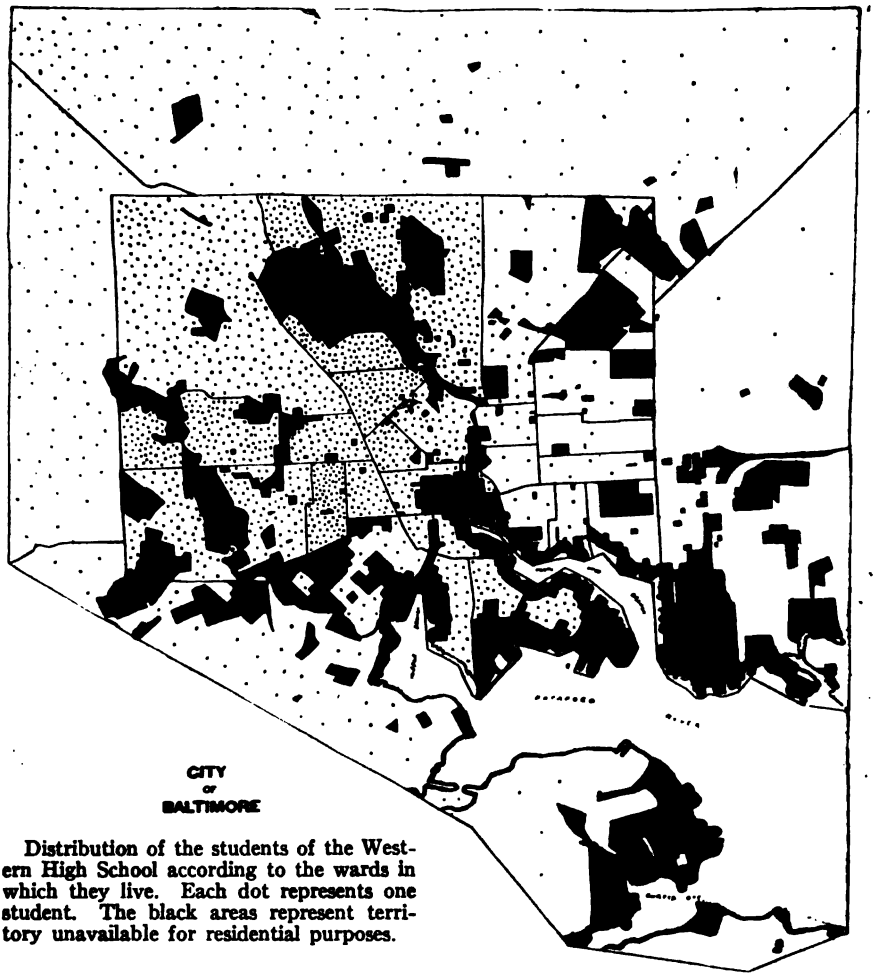
In the section north of North Street and west of Druid Hill Park, 7,275 elementary children and 1,433 junior high school children are found.

SUMMARY

	Grades 1 to 6	Grades 7 to 9
Northeast	9,770	1,925
East	23,163	4,563
Southeast	4,720	930
Southwest	3,583	706
West	11,663	2,298
Northwest	7,275	1,433

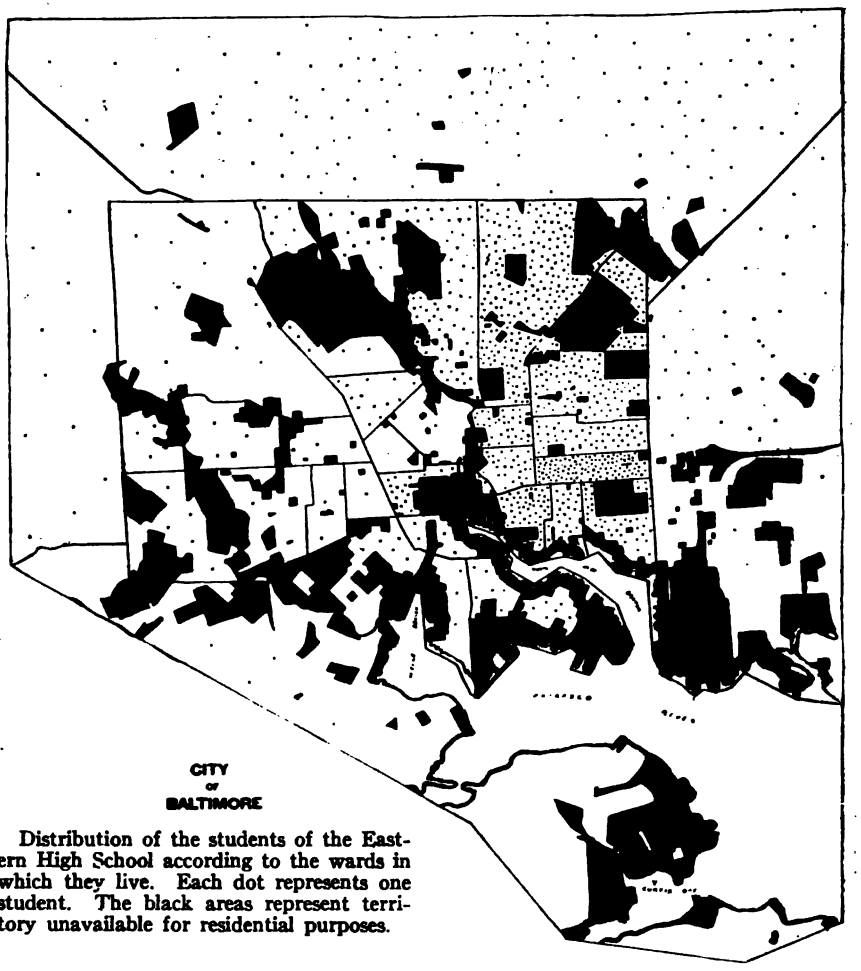
These estimates do not take into consideration the sections included in Wards 25, 26, 27 and 28. The junior high school program for these wards must be developed separately after the present program is put into effect. It is clear from the above figures that the eastern section of the city has the largest number of children of junior high school age, the western section

MAP No. 13



Distribution of the students of the Western High School according to the wards in which they live. Each dot represents one student. The black areas represent territory unavailable for residential purposes.

MAP No. 14



Distribution of the students of the Eastern High School according to the wards in which they live. Each dot represents one student. The black areas represent territory unavailable for residential purposes.

ranking second and the northeastern section third and the northwestern section fourth.

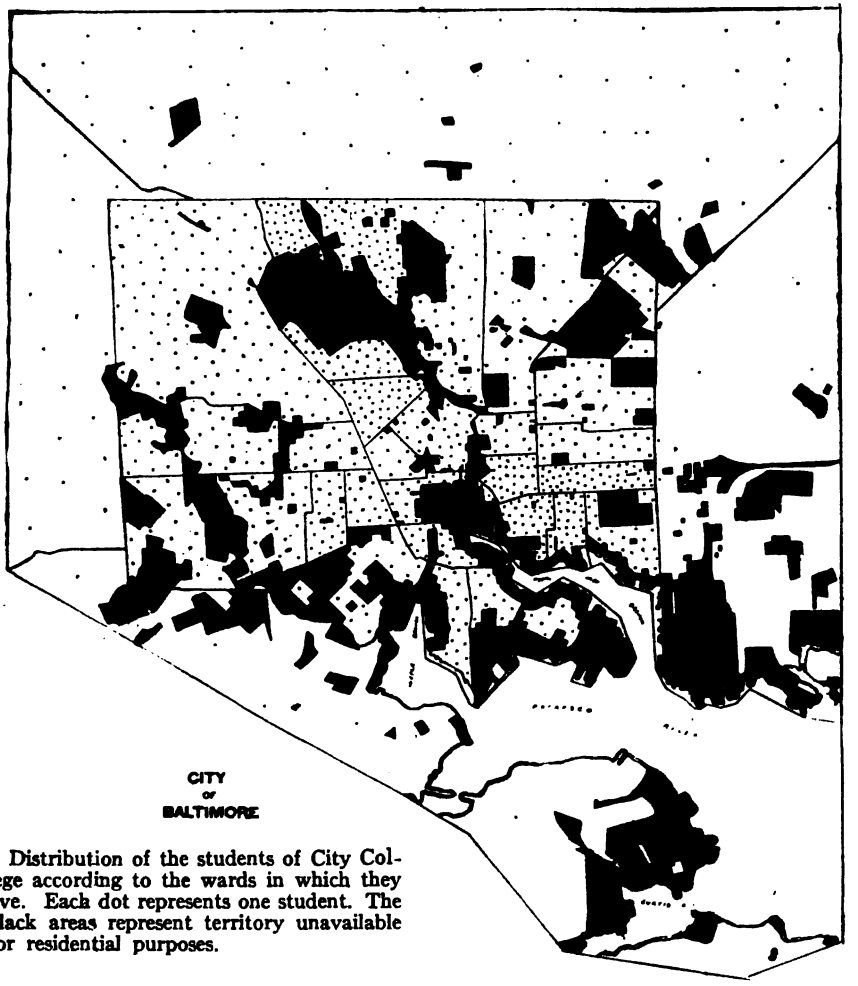
In 1930, there will be approximately 13,000 white children of the junior high school ages. Of these, 6,500, or approximately half, are today being provided for more or less adequately in the present junior high school buildings. The replacement program for these junior high school buildings should provide adequately for these 6,500. The remaining 6,500 must be cared for in new construction. If the high schools of the city are to secure relief from their overcrowded condition, probably as many as 1,800 children of the increased high school enrollment must be provided for in these junior high schools. Therefore, it will be necessary to care for between 8,500 and 9,000 junior high school children between the decade 1920-30. These children can be housed in five or six school buildings. It will therefore be advisable to begin the junior high school program by erecting junior high schools located in those sections of the city in which the greatest numbers of junior high school children are to be found today. It is recommended that the first junior high school be placed in the eastern section of the city and south of Baltimore Street;. that a second junior high school be placed in the southern section of the city south of Pratt Street, and that a third junior high school be placed in the western section of the city near Baltimore Street and that a junior high school be combined with a senior high school in the 15th Ward.

Map No. 12 shows the distribution of junior high school children throughout the city in terms of the six sections into which the city has been divided for this purpose.

Approximately 1,207 children, it is estimated, will be added to the high school enrollment during the next decade. If relief is provided the high schools by caring for many of the ninth grade of the high school population, it will be possible to care for the increase in high school population by planning one high school at this time. The distribution of high school students has been taken according to the wards in which they live, and dot maps of these distributions have been made showing this distribution. These maps are No. 13, No. 14, No. 15, No. 16 and No. 17. The students have been distributed according to their ward residence, but not according to the exact location of their residence. The black areas on the maps indicate territory unavailable for residential purposes. The dots have been distributed rather evenly throughout the remaining territory which is available for residential purposes.

Map No. 13 shows the distribution of students of the Western High School and correlates closely with Map No. 14, which shows the distribution of students for the Eastern High School of the city. Map No. 15 shows the distribution for City College indicating that City College draws from practically every section of the city. Map No. 16 shows the distribution of

MAP No. 15



Distribution of the students of City College according to the wards in which they live. Each dot represents one student. The black areas represent territory unavailable for residential purposes.

high school students for Polytechnic Institute. Again there is a very wide distribution throughout the city. In order to compare the distribution for Polytechnic Institute and City College with the total inhabitants and the total number of voters, reference may be made to the dot maps showing these distributions.

In order to determine which ward in the city was sending the largest number of children into the high schools of the city, Table LI was prepared. In this table it will be seen that Ward 15 sends approximately 600 children, the largest number, into the high schools. Wards 27 and 13, which are the neighbors of Ward 15, rank next, with a total of approximately 500 children. Wards 9, 12 and 16 are next in order. These facts are shown in Map No. 17, the circles of which indicate the number of children in each ward who are attending high schools.

All of the evidence points toward the necessity of planning a senior high school in Ward 15. Since there are approximately 1,433 junior high school children in this ward, it is recommended that a combination of junior and senior high school be planned which ultimately will become a high school for this section of the city. When this school needs to be utilized entirely for high school purposes, a new junior high school will be erected in this section.

NEW ELEMENTARY SCHOOL BUILDINGS FOR COLORED CHILDREN.

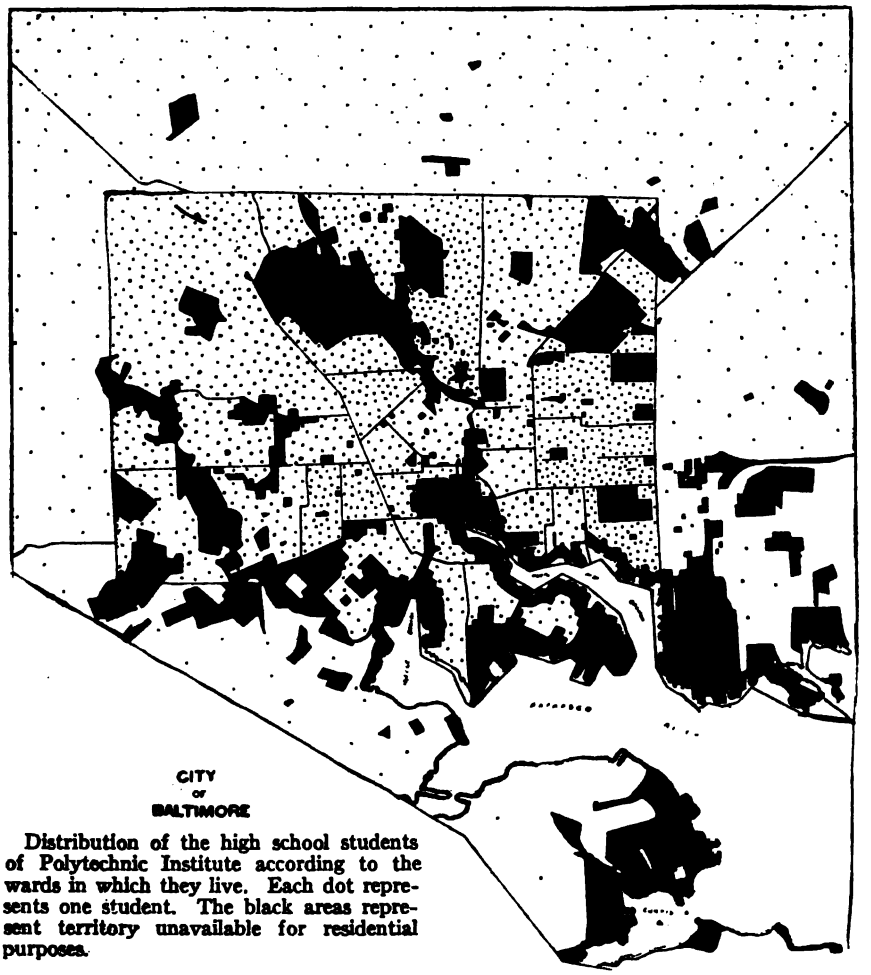
From Table XLIX it will be seen that approximately 2,000 children are estimated as an increase in enrollment for colored children during the decade 1920-1930. The largest increases are expected in the southeastern section of Ward 15 and in Ward 14 and in the southern section of Ward 12. If one new elementary school building is planned for these colored children and the replacement program which is recommended is carried out, the colored children will be adequately provided for.

NEW JUNIOR AND SENIOR HIGH SCHOOL.

By 1930, it is estimated that there will be about 1,600 colored children of grades seven to nine and 600 colored children of grades ten to twelve attending schools within the city limits. It has been pointed out that the Colored High School is unfit for high school purposes. No junior high school has as yet been erected for the colored boys and girls. It is, therefore, recommended that a combination junior and senior high school be built for the colored children and be located centrally with respect to the residential distribution of the colored people.

The dot maps showing the location of the white and colored people of the city will assist greatly in the determination of the location of this particular school. Dot Map No. 18 showing the distribution of the students of the Colored High School according to the wards in which they live as of enrollment of the fall of 1920 will also assist in the location of this particular school.

MAP No. 16



Distribution of the high school students of Polytechnic Institute according to the wards in which they live. Each dot represents one student. The black areas represent territory unavailable for residential purposes.

TABLE LI

THE DISTRIBUTION OF HIGH SCHOOL STUDENTS ACCORDING TO THE WARDS IN WHICH THEY LIVE, INCLUDING POLYTECHNIC INSTITUTE, CITY COLLEGE, WESTERN HIGH SCHOOL AND EASTERN HIGH SCHOOL

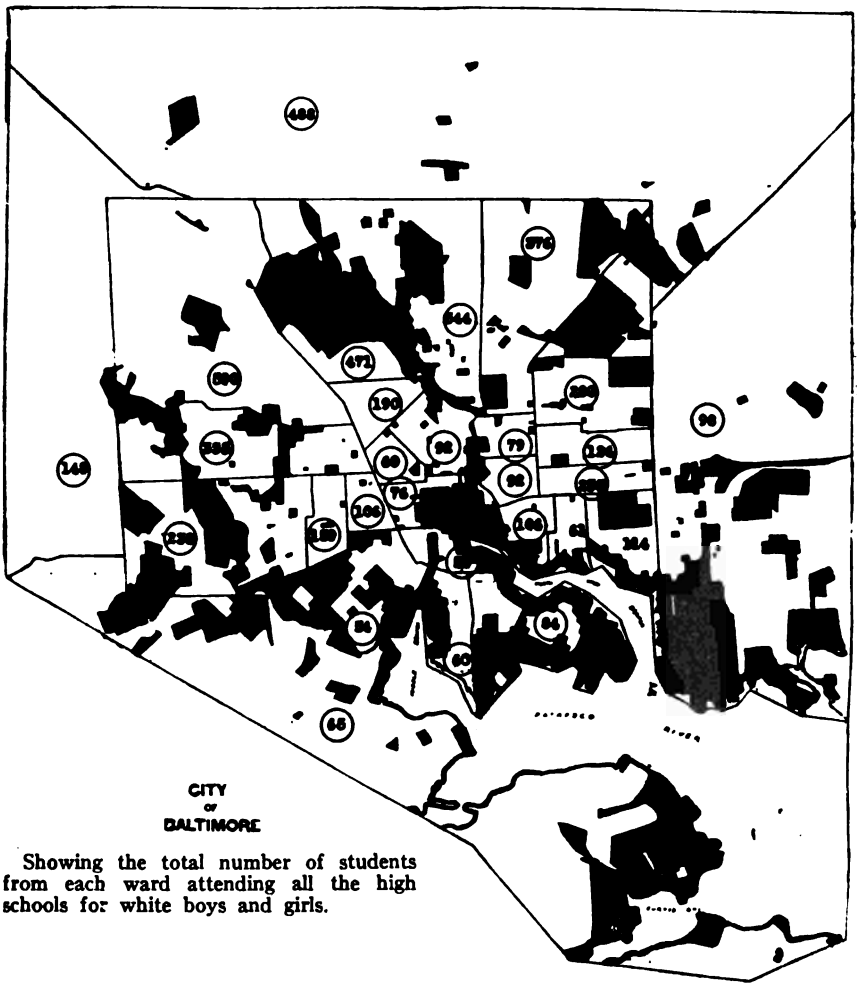
WARD	Polytechnic Institute	City College	Eastern High	Western High	Total
1	48	23	43	0	114
2	12	25	22	2	61
3	23	33	47	3	106
4	20	16	20	20	76
5	14	29	36	3	82
6	64	50	117	4	235
7	55	19	49	1	124
8	114	27	136	3	280
9	110	30	213	23	376
10	21	12	40	6	79
11	23	28	1	40	92
12	130	31	60	123	344
13	103	118	21	229	471
14	43	41	17	89	190
15	222	99	10	259	590
16	80	42	7	206	335
17	16	8	1	35	60
18	30	16	1	59	106
19	40	23	3	93	159
20	71	36	5	126	238
21	24	12	5	13	54
22	16	16	4	17	53
23	16	17	6	21	60
24	16	17	17	34	84
25	19	5	4	37	65
26	44	8	42	4	98
27	165	58	120	145	488
28	42	22	12	72	148

THE STUDIES OF THE INDIVIDUAL ELEMENTARY SCHOOLS AND THEIR SCHOOL DISTRICTS.

A study has been made of each school building as outlined in Part I of this survey. The territory adjacent to each school building has been studied in order to ascertain population growth, the residential movements of the white and the colored people, the changes in child population about each school, the nature of the residences surrounding each school, and the relationship between public school attendance and non-public school attendance for each district.

In studying the population changes for each school building district, the census enumeration figures were utilized. Map No. 19 shows the district adjacent to School No. 8, and presents evidence of how the study was made for each individual school. The enrollment of School No. 8 is in-

MAP No. 17



Showing the total number of students from each ward attending all the high schools for white boys and girls.

fluenced by the changes which take place in the total population of Wards 2, 4, 5 and 6. Its enrollment is affected by the changes which take place in the enumeration districts lying within the area of the circle shown. The population changes for the enumeration districts, as well as for ward districts for School No. 8, have formed the basis for the study of this school. In like manner, each individual school has been studied.

In collecting the data for each individual school on the items mentioned above, forms Nos. 333, 340, 334, 335, 336 and 337, taken from the files of the Department of Educational Administration of Teachers College, Columbia University, were utilized. Samples of these forms follow in the order named. The facts assembled on these forms have been submitted to the Board of School Commissioners, as a supplement to this survey. In pages 245 to 300 summaries of these facts and conclusions drawn from them, are made for each of the elementary schools of the city. The elementary schools for all white children of the city, including the 1920 annex, are presented first, followed by statements relative to the elementary schools for colored children.

FORM 333

POPULATION GROWTH IN VICINITY OF.....SCHOOL NO.....

Estimated growth on basis of Federal census by wards and enumeration districts

NUMBER OF WARD OR ENUMERATION DISTRICT	POPULATION, 1910	POPULATION, 1920	CHANGE, 1910–1920	PER CENT OF CHANGE 1910–1920	POPULATION ESTIMATE 1930	POPULATION ESTIMATE 1940
Ward No.						
Ward "						
Ward "						
Ward "						
E. D. No.						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
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E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
E. D. "						
Total for E. D.'s						

FORM 340

COLORED AND WHITE VOTING POPULATION IN VICINITY OF.....SCHOOL NO....., FROM 1920 POLICE CENSUS OF VOTERS

Male voters only

CITY WARDS	NUMBER OF VOTERS, 1910		NUMBER OF VOTERS, 1920		CHANGE, 1910–1920		PER CENT OF CHANGE, 1910–1920	
	White	Colored	White	Colored	White	Colored	White	Colored

POLICE PRECINCTS	NUMBER OF VOTERS, 1920			PER CENT OF VOTERS IN PRECINCTS, 1920	
	White	Colored	Total	White	Colored
Total for precincts					

FORM 334

.....SCHOOL NO.....

School enrollment change ....., 1912–1920

	1912–13	13–14	14–15	15–16	16–17	17–18	18–19	19–20	Nov., 1920	Change, 1912–20	Per cent of change 1912–20
Kindergarten											
Grade I											
" II											
" III											
" IV											
" V											
" VI											
Ungraded											
Total elementary											
Grade VII											
" VIII											
" IX											
Total Jr. H. S.											
Total for school											

Estimated enrollment and necessary provisions on basis of above data

	1930	1940	Number of rooms now in use	Number of additional rooms needed for present enrollment	Total number of rooms needed for 1930	Total number of rooms needed for 1940
Kindergarten						
Total elementary						
Jr. H. S., 7–9						
Total						

FORM 355

.....SCHOOL NO.....

Number of families distributed by rental districts, 1914 and 1920

RESIDENCES		R.D.No.		R.D.No.		R.D.No.		R.D.No.		R.D.No.		R.D.No.	
1914	1920	1914	1920	1914	1920	1914	1920	1914	1920	1914	1920	1914	1920
	$80–up												
$50–up	65–80												
35–50	50–65												
30–35	35–50												
25–30	30–35												
20–25	25–30												
15–20	20–25												
10–15	15–20												
Under $10	Under $15												
Total													
FLATS, ETC.													
	$80–up												
	65–80												
$35–up	50–65												
30–35	35–50												
25–30	30–35												
20–25	25–30												
15–20	20–25												
10–15	15–20												
Under $10	Under $15												
Total													
APARTMENTS													
$75–up	$100–up												
50–75	75–100												
35–50	50–75												
25–35	35–50												
18–25	25–35												
Under $18	Under $25												
Total													
LODGING HOUSE													
HOTELS													
Good	Good												
Medium	Medium												
Poor	Poor												
Total													
LIGHT HOUSEKEEPING													
GRAND TOTAL													

FORM 336

.....SCHOOL NO.....

Score of building

		POSSIBLE MAXIMA	SCORE ALLOTTED
I.	Site	125	
II.	Building	165	
III.	Service systems	280	
IV.	Classrooms	290	
V.	Special rooms	140	
	Total	1,000	

Recommendations.....

.....

.....

.....

YEAR								1920	1930	1940
Classrooms in original building										
Classrooms of first addition										
Classrooms of second addition										
Classrooms of third addition										
Classrooms of fourth addition										
Classrooms of fifth addition										
Number of regular classrooms in building										
Number of temporary classrooms from corridors, auditoriums, etc.										
Number of classrooms in portables										
Number of classrooms in annexes										
Total classrooms in use										
Classrooms for children on part time, etc.										
Total classrooms needed										
Total existing classrooms to be retained										
Total new classrooms to be built										

FORM 337

.....SCHOOL NO.....

Number of children of school age (5–18) estimated from total population. Basis — 1920 enumeration districts for this school

CLASS GROUPINGS	1920			1930			1940			
	Total	White	Colored	Total	White	Colored	Total	White	Colored	
Kindergarten										
Elementary grades 1 to 6										
Junior high school grades 7, 8, 9										
Senior high school grades 10, 11, 12										
Total										

Number of children (ages 6–16), distributed from police census, attending public and non-public schools

POLICE BEATS	WHITE.....%				COLORED.....%				NON-ATTENDANT	
	Public school	%	Non-public	%	Public school	%	Non-public	%	White	Colored
Total										

Number of children on half-time..... .....
Number of children on short time..... ....
Number of children in portables..... .....
Number of children in annexes..... .....
Number of children in temporary classrooms..... ....
Total.....

DATA AFFECTING THE STATUS OF INDIVIDUAL SCHOOLS

Edgar Allan Poe No. 1.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

10% decrease in last decade. Change in E. D's from +20 to —40 in next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Over half of voters in 1920 are colored. Rapid decrease of white population in five E. D's. Rapid increase of colored population in six E. D's.

Change in enrollment, 1912-1920.

Grades 1-6 —26.1%. Grade 7 —26.6%. **

Data concerning rentals of homes:

Residences and flats of cheapest type. Most of homes less than $20 per month rent.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 57.1%.
Per cent. of public school census children who are colored 42.9%.

School building score, 330.

Recommendations:

Early abandonment and partial consolidations with other schools to the west.

Alameda No. 2.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of 21.1% in last decade. E. D's vary in next 20 years from +40 to —60, with a general decrease of 20 or more per cent.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White decrease 16%; colored decrease 25%. General decrease—colored population moving out faster than white.

Change in enrollment, 1912-1920.

Grades 1-6 —13.4%.

Data concerning rentals of homes:

65% of homes rent for less than $15 per month.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 96.6%.
Per cent. of public school census children who are colored 3.4%.

School building score, 586.

Overcrowding—231 children on half or short time.

Recommendations:

More land should be secured, additions made to care for children from other adjacent schools to be abandoned and modern facilities to meet the needs of children of this locality should be provided.

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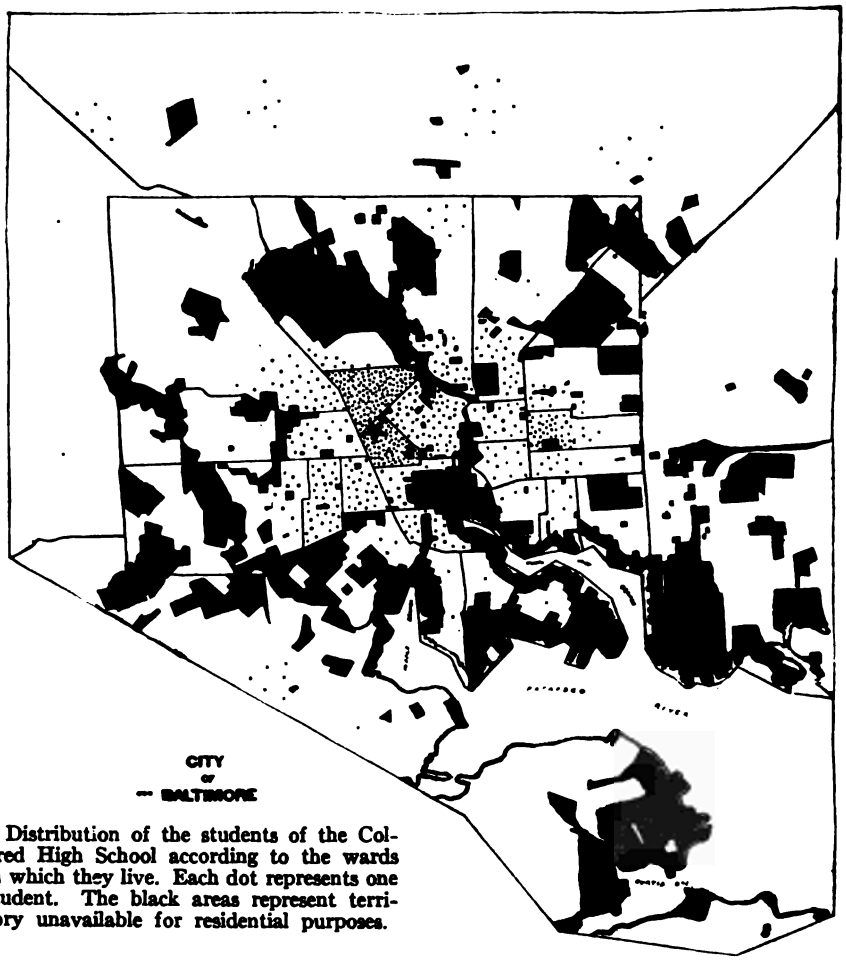
*E. D's is the abbreviation used for Federal Enumeration Districts which formed the basis for analysis of total population trends.

**Percentage increases are indicated with plus signs; percentage decreases are indicated with minus signs.

MAP No. 18



Distribution of the students of the Colored High School according to the wards in which they live. Each dot represents one student. The black areas represent territory unavailable for residential purposes.

Wm. Patterson No. 3.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

20% increase in past decade. E. D's will grow from 5% to 90% in next 20 years. General increase by 1940 about 15 or 20%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population increased 31%; colored decreased 9%. Over 98% of population in 1920 is white.

Change in enrollment, 1912-1920.

Grades 1-6 +8.1%.

Data concerning rentals of homes:

About 70% of homes rent for $20 or less.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 334.

Overcrowding—135 pupils on half time.

Recommendations:

This school should be abandoned early. A new school should not be built on this site, as it is on the fringe of its tributary territory. The problems of this school should be considered in the light of what is planned further to the east.

Henry Lee No. 4.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of about 20% in last decade. E. D's will probably decrease from 5% to 30% by 1940. General decrease of over 20%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population decreased 29% and colored 7%. Stronger tendency for white movement than for colored.

Change in enrollment, 1912-1920.

Grades 1-6 —15.2%.

Data concerning rentals of homes:

Over half of homes rent for $15 or less. A few groups of better homes.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 70.4%.
Per cent. of public school census children who are colored 29.6%.

School building score, 501.

Recommendations:

Maintain in a good state of repair.

Wells and McComas No. 5.

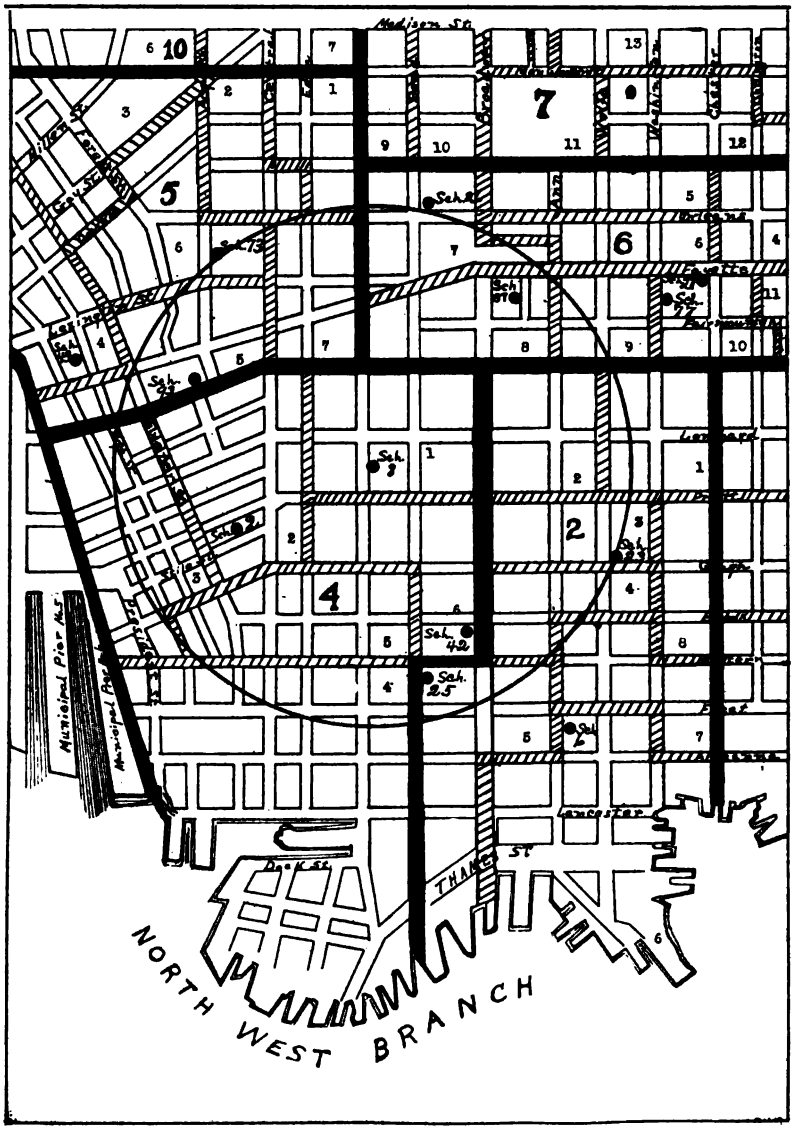
Estimated change in total population of the school's district based on 1910 and 1920 figures:

This district has decreased 2% in last decade. The ward is increasing so that this district will probably increase from 10% to 20%.

MAP No. 19

City of Baltimore

The location of a school should always be considered in terms of the residential possibility of its district and the total population living about it. In studying total population for the school districts of Baltimore the facts were obtained on the basis of enumeration districts for the census years 1910 and 1920. Here are shown the wards and enumeration districts, the population of which must be taken into consideration in planning changes for school building No. 8 and the surrounding schools.



Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population in 1920, 44%. Colored, 56%. Tendency for colored population to increase in this district.

Change in enrollment, 1912-1920.

Grades 1-6 +.6%.

Data concerning rentals of homes:

About half of homes are rented for $15 or less. Other sections have more medium priced homes.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 67.8%.
Per cent. of public school census children who are colored 32.2%.

School building score, 371.

Recommendations:

This school will be soon abandoned as a school for white children because of the change in residential movement. It should be then discarded for educational purposes. A school for white children to the north and combined with No. 94 must care for these children in large measure.

Wm. Fell No. 6.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of 8% since 1910. Slight gains in three E. D's. 25% decrease in two E. D's. District will remain at present figure by 1940.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population decrease, 9%. Colored, 14%. Only .4% of voters are colored.

Change in enrollment, 1912-1920.

Grades 1-6 +45.8%.

Data concerning rentals of homes:

78% in homes rented for $15 or under.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 690.

Use of temporary housing—43 pupils provided for inadequately.

Recommendations:

This school rates high and will long be a desirable part of the school plant. Additional land should be secured and additions made to this school center.

Stephen Decatur No. 8.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of about 10% in last decade. E. D's from +1% to —17%. Slight decrease for this school district. Ward is decreasing.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population, 16% decrease. Colored, 25% decrease. Proportion of colored will tend to increase.

Change in enrollment, 1912-1920.

Grades 1-6 —10%.

Data concerning rentals of homes:
68% in homes less than rental of $15. Few better homes.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 48.5%.
Per cent. of public school census children who are colored 51.5%.

School building score, 465.

Recommendations:
No additions should be planned here. The building should be placed in an adequate state of repair.

Crossland No. 9.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Decrease of 5% in last decade. E. D's vary from +24% to —45% in 1910-20. Small general decrease for district.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
White population decrease 33%. Colored increased 840%. Rapid increase in colored population. Decrease in white population.

Change in enrollment, 1912-1920.

Grades 1-6 —2.3%. Grade 8 —31.9%.

Data concerning rentals of homes:
Majority of homes are low rental houses. Few better homes.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 56.9%.
Per cent. of public school census children who are colored 43.1%.

School building score—304.

Overcrowding—32 pupils on half time, 14 on short time.

Recommendations:
Abandonment at an early date with adequate school planned to the westward.

McHenry No. 10.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
No change in past decade. Small variation between E. D's. No change predicted for next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
White population —5%. Colored +28%. Increase in colored population.

Change in enrollment, 1912-1920.

Grades 1-6 —3%.

Data concerning rentals of homes:
Medium rental homes. Larger sections with good homes.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 79.2%.
Per cent. of public school census children who are colored 20.8%.

School building score, 512.

Overcrowding—90 pupils on half time.

Recommendations:
Provisions for more children should be made at this point. Children from further eastward can be cared for here if more land is purchased and additions made.

Stricker No. 11.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of about 5%. E. D's vary from +15% to —1%. Probable increase 10% during next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population +44%. Colored +24% in last decade. 75% of voters white.

Change in enrollment, 1912-1920.

Grades 1-6 +21.8%.

Data concerning rentals of homes:

Good and medium homes. Relatively few low rental homes.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 65.9%.
Per cent. of public school census children who are colored 34.1%.

School building score, 450.

Overcrowding—36 pupils on half time.

Recommendations:

This building should be placed in good repair, but plans should be laid for future consolidations in this section.

Warner No. 12.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of about 5% in last decade. Consistent small loss in all E. D's. General decrease of about 10% in next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population —29%. Colored —7%. Tendency for decrease in white population and increase in colored. 57% of voters in 1920 are white.

Change in enrollment, 1912-1920.

Grades 1-6 —16.8%.

Data concerning rentals of homes:

86% in homes with rentals of $20 or less.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 67.4%.
Per cent. of public school census children who are colored 32.6%.

School building score, 314.

Recommendations:

(Building erected in 1870.) This building should be soon abandoned and consolidations effected with other white schools in this region. The building should not be used for colored children.

Tilghman No. 13.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 20% in last decade. E. D's varied from —8% to + 74%. Estimated increase for district by 1940 about 20%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population +32%. Colored +78%. 95% of voters are white. White population will represent most of the increase.

Change in enrollment, 1912-1920.

Grades 1-6 + 26.5%.

Data concerning rentals of homes:

65% in residences renting for $15 to $25.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 94%.
Per cent. of public school census children who are colored 6%.

School building score, 352. (12 rooms; built 1889.)

Use of temporary housing—190 pupils in annexes.

Overcrowding—199 pupils on half time.

Recommendations:

The site should be extended and a high-grade school center planned at this point to take care of the inadequately housed children and to provide for increased enrollment.

Lanier No. 14.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 11% in last decade. E. D's varied from —19% to +42%. District estimated to increase 20% by 1940.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population —24%. Colored +62%. 66% of voters in 1920 are white. Increase in colored population in next 20 years.

Change in enrollment, 1912-1920.

Grades 1-6 +14.4%.

Data concerning rentals of homes:

All types of homes. Predominence of better residences.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 56.6%.
Per cent. of public school census children who are colored 43.4%.

School building score, 498.

Recommendations:

The school will remain as a school for white children for a few years. It is being placed in good repair and can be used over an extended period.

Franklin No. 15.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 16% in decade 1910-20. E. D's varied by from —5% to +119%. Slight increase for district as whole.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population —5%. Colored +28%. 83% of voters in 1920 were white. Little change predicted.

Change in enrollment, 1912-1920.

Grades 1-6 —23.6%.

Data concerning rentals of homes:

Predominence of low rental homes. Section of better residences.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 71.7%.
Per cent. of public school census children who are colored 28.3%.

School building score, 369.

Recommendations:

This building should be soon abandoned and the children joined with the children of other schools in this district.

Stevenson No. 16.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of 3% in last decade. Consistent decrease in all E. D's. 10% decrease estimated for next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population —10%. Colored +31%. 76% of voters in 1920 were white. Increase of colored population in three precincts.

Change in enrollment, 1912-1920.

Grades 1-6—No change.

Data concerning rentals of homes:

35% in homes of rentals less than $15. Only a few of better homes.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 70.6%.
Per cent. of public school census children who are colored 29.4%.

School building score, 402.

Overcrowding—33 pupils on half time.

Recommendations:

Maintain in good condition until children can be housed with those of No. 45 in a new building, together with children to the east.

Chase No. 19.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 7% in last decade. E. D's varied from —35% to +31%. Predicted increase of from 20% to 25% by 1940.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population —4%. Colored +71%. 87% of voters in 1920 were white. Large increase in colored population will occur in two precincts.

Change in enrollment, 1912-1920.

Grades 1-6 +4.1%.

Data concerning rentals of homes:
65% in homes renting from $15 to $25. Very few better residences.
School census percentages Sept., 1920:
Per cent. of public school census children who are white 93.2%.
Per cent. of public school census children who are colored 6.8%.
School building score, 360.
Use of temporary housing—51 pupils in portables.
Overcrowding—33 pupils on short time.
Recommendations:
Abandon and plan a modern school center in this district.

Eden No. 20.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
About 4% increase in 1910-1920. E. D's varied from —8% to +47%. Large increases estimated in these wards. 30% to 50% by 1940.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
95% of voters in 1920 were white. Increases will be predominantly white in next 20 years.

Change in enrollment, 1912-1920.

Grades 1-6 +30.6%.

Data concerning rentals of homes:
75% in residences. 33% in homes with rentals between $15 and $25.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 80.7%.
Per cent. of public school census children who are colored 19.3%.
School building score, 304.
Overcrowding—133 pupils on short time.

Recommendations:
Abandon and effect consolidations with other schools in this vicinity to bring enrollment of elementary grades to 1,500 at least.

Nicholson No. 21.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Increase of 12% in 1910-20. E. D's. vary from —3% to +59%. Estimated increase for district about 20%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
White population —24%. Colored +62%. 17% of voters in 1920 were white. Increase largely in colored population.

Change in enrollment, 1912-1920.

Grades 1-6 —%. Grades 7-8 —44.8%.

Data concerning rentals of homes:
50% in homes with rentals of less than $25 per month.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 43.3%.
Per cent. of public school census children who are colored 56.7%.
School building score, 351. (Built in 1869.)

Recommendations:
This school may be soon abandoned as a school for white children. It should then no longer be used for public school purposes.

Washington No. 22.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of 6% in decade 1910-20. Consistent in all E. D's. Very slight increase predicted for 1940.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

No change in white population. Colored +14%. 92% of voters in 1920 were white. Little change for year 1940.

Change in enrollment, 1912-1920.

Grades 1-6 +111.6%.

Data concerning rentals of homes:

80% of homes renting for $20 or less. No better type residences.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 89.1%.
Per cent. of public school census children who are colored 10.9%.

School building score, 756.

Recommendations:

provisions for more playground space should be here made.

Wolfe No. 23.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 8% in decade 1910-20. Ward is decreasing. E. D's consistent in increase. Slight decrease estimated for 1940.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Equal decrease. 95% of voters in 1920 were white.

Change in enrollment, 1912-1920.

Grades 1-6 —28%.

Data concerning rentals of homes:

66% of homes, largely flats, rent for $15 or less.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 95.6%.
Per cent. of public school census children who are colored 4.4%.

School building score, 413.
(12 of 14 classrooms built in 1866.)

Use of temporary housing—21 pupils inadequately provided for in this manner.

Overcrowding—71 pupils on half time.

Recommendations:

This building should be abandoned after the present school building program has continued for a ten-year period. It should be placed in a very good state of repair.

Canton No. 24.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 57% in decade 1910-20. E. D's vary from —7% to +493%. Increase of 15% to 20% estimated for next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population +31%. Colored —5%. 99% of voters in 1920 were white.

Change in enrollment, 1912-1920.

Grades 1-6 +9.5%.

Data concerning rentals of homes:

Low rental residences. Very few of better residences.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 317.

Use of temporary housing—361 pupils in portables, 190 in annexes and 86 in temporary classrooms.

Overcrowding—86 pupils on half time.

Recommendations:

Nos. 24 and 38 must be considered together. Both of them should be replaced at the earliest possible time with a new building. This building should be placed further to the east, in case No. 3 school has provision made for it to the south of its present site.

Fleet No. 25.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of 9% in last decade. E. D's vary from —46% to +57%. Small decrease estimated for 1940.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population +20%. Colored —15%. 86% of voters in 1920 were white. Little change in future.

Change in enrollment, 1912-1920.

Grades 1-6 —25.7%.

Data concerning rentals of homes:

75% of homes (mostly flats) rent for $15 or less.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 97.5%.
Per cent. of public school census children who are colored 2.5%.

School building score, 459.

Recommendations:

This building should be put in good repair. Consolidation of the children in this school with the children in other schools of this neighborhood should be effected at an early date. Industrial inroads will probably cause abandonment within a fifteen-year period.

Calvert No. 26.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of 2% in decade 1910-20. E. D's all small decreases. Wards estimated to increase 15% by 1940.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population +20%. Colored +50%. 49% of voters in 1920 were white. Increase in colored population likely.

Change in enrollment, 1912-1920.

Grades 1-6 —28.2%.

Data concerning rentals of homes:

50% of homes (largely flats) rent for $15 or less.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 48.8%.
Per cent. of public school census children who are colored 51.2%.

School building score, 329.

Recommendations:

This school is unfit for school purposes. It should be abandoned at an early point in the school building program. Some of the children of this school should be considered in connection with school building developments to the east and others in connection with school building developments to the south and west.

Rogers No. 27.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

6% increase in decade 1910-20. E. D's all show small uniform decrease. About 20% or 25% increase for next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

White population +6%. Colored +33%. 87% of voters in 1920 were white. Increase will be predominantly white in all but two precincts.

Change in enrollment, 1912-1920.

Grades 1-6 +25.1%.

Data concerning rentals of homes:

About 40% in homes (mostly flats) renting for less than $15. Only few better residences.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 95.5%.
Per cent. of public school census children who are colored 4.5%.

School building score, 629. (Built in 1874.)

Recommendations:

School No. 27 is a high-grade structure which will be used for a long period. It should be made a school center for this section and by means of additions to site and to building be arranged to care for more children.

Webster No. 28.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

—.6% (decrease).

Changes in white and colored residential movements, based on change in voters, 1910-1920:

W:C::100:0.*

Change in enrollment, 1912-1920.

Grades 1-6 —4.1%.

*Read W:C::100:0 as a ratio showing percentile relationship between white and colored voting population.

Data concerning rentals of homes:
Approximately 66% live in residences. The remainder in flats of cheaper and medium grades.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 100%:

School building score, 348.

Recommendations:
This school building should be abandoned at the earliest possible moment. It is one of seven buildings in a section which needs only three or four school buildings of adequate size.

Sharpe No. 29.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
—8.4%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::37:63. White decreasing; colored increasing.

Change in enrollment, 1912-1920.

Grades 1-6 —3.3%.

Data concerning rentals of homes:
Approximately 55% live in residences and 45% in flats of lower grade.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 30%.
Per cent. of public school census children who are colored 70%.

School building score, 417.

Recommendations:
This building could be put in good condition. It will be retained as a school building for white children only a short time and then should be utilized for colored children until the demand is such as to necessitate the erection of a larger modern school in this southern district.

Gist No. 30.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Steady growth of District. E. D's 342, 329, 330 growing most rapidly.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
District predominantly white, except police precincts 19-4 and 19-5. Percentage of colored voters is increasing.

Change in enrollment, 1912-1920.

Grades 1-6 +27.5%.

Data concerning rentals of homes:
Most residences rent $25 or less. Flats $20 or less. Medium lodging houses.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 93.3%.
Per cent. of public school census children who are colored 6.7%.

School building score, 287.

Recommendations:
The school building program should provide for a modern school plant in this vicinity which will take care of the children being housed in schools Nos. 19, 14 and 30, and which will also take care of increases in this section.

Schroeder No. 31.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Moderate increase in district. E. D's 302, 300, 264 growing most rapidly.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

District white except in police districts 17-3, 17-1, 17-8, where colored vote is nearly 100%. Colored population growing rapidly.

Change in enrollment, 1912-1920.

Grades 1-6 +11%.

Data concerning rentals of homes:

One-third of residences rent from $25 to $50; one-half for less than $25. Flats mostly rent $20 or less.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 39.6%.
Per cent. of public school census children who are colored 60.4%.

School building score, 389.

Recommendations:

No. 31 is in a section where the colored population is growing rapidly. Many of its children now come from a long distance. It must be retained until provisions to the westward adequately provide for the white children in this section.

Guilford No. 32.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Rapid growth—especially in E. D's 180, 182.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

District predominantly white, probably will change little.

Change in enrollment, 1912-1920.

Grades 1-6 +24.2%. Grade 7 +39.1%.

Data concerning rentals of homes:

Large number high-class houses $50 to $80. Flats $25 to $65. Apartments $50 to $100.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 67.6%.
Per cent. of public school census children who are colored 32.4%.

School building score, 426.

Recommendations:

This building should be repaired as well as possible and must be maintained until provisions to the northward adequately cares for these children.

Armistead No. 33.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

District will probably make little or no growth.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Is predominantly white and will probably remain so.

Change in enrollment, 1912-1920.

Grades 1-6 —17%.

Data concerning rentals of homes:

Majority of residences and flats less than $25.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 94.8%.
Per cent. of public school census children who are colored 5.2%.

School building score, 435.

Recommendations:

No. 33 should be placed in as good repair as possible and maintained until adequate modern schools in this section will provide for the children of the small schools which are now found here.

Barrister Charles Carroll No. 34.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Stationary.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

All white except police precinct 21-4.

Change in enrollment, 1912-1920.

Grades 1-6 —14.9%.

Data concerning rentals of homes:

Majority of residences less than $20. Flats less than $15.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 85.7%.
Per cent. of public school census children who are colored 14.3%.

School building score, 452.

Recommendations:

This school building should be repaired and kept in a good state of repair and maintained for a period of time to come.

Carrington No. 35.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

District decreasing at rate of 30% in 10 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

All white.

Change in enrollment, 1912-1920.

Grades 1-6 —15.3%.

Data concerning rentals of homes:

Majority of residences $20 and less. Flats under $15.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 452.

Recommendations:

This school is on the fringe of its territory and is in a fair state of repair. Ultimately it will be driven from this district by industrial inroads. The children will be cared for in the schools to the north.

Patrick Henry No. 37.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 20% in next 10 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Practically all white and likely to remain so.

Change in enrollment, 1912-1920.

Grades 1-6 —2.8%.

Data concerning rentals of homes:

Majority of residences $25 and less. Flats under $15.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 86.3%.
Per cent. of public school census children who are colored 13.7%.

School building score, 402.

Recommendations:

Place in good repair.

Chesapeake No. 38.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

5% increase.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Practically all white and likely to remain so.

Change in enrollment, 1912-1920.

Grades 1-6—See School 24.

Data concerning rentals of homes:

Majority of residences $25 and less. Flats mostly under $15.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 224.

Recommendations:

Abandon early and consolidate the child areas in this district for a large school.

Calhoun No. 39.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 20% to 25%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Ratio of white to colored voters is as 27 is to 73.

Change in enrollment, 1912-1920.

Grades 1-6 —39.5%. Grades 7-8 —44.3%.

Data concerning rentals of homes:

Majority of residences $30 and less. Flats $20 and less. Apartments $50 and less.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 50.5%.
Per cent. of public school census children who are colored 49.5%.

School building score, 451.

Recommendations:

Place in good repair.

Paul Jones No. 42.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

School district increased 9%, but 12% decrease in 2 wards.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Ratio of white to colored constant; 90% white.

Change in enrollment, 1912-1920.

Grades 1-6 —3.4%.

Data concerning rentals of homes:

Cheaper rentals predominate; 66% pay in neighborhood of $15 for residences.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 92.4%.
Per cent. of public school census children who are colored 7.6%.

School building score, 400.

Recommendations:

Abandon soon and effect consolidations in this region.

Madison No. 43.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease 18.5.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Ratio—W:C::92:8 (1920). White population decreasing.

Change in enrollment, 1912-1920.

Grades 1-6 —16.4%.

Data concerning rentals of homes:

Middle 50% live in houses renting at $15 to $20.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 264.

Use of temporary housing—6 classrooms in annexes.

Recommendations:

With increased immigration the enrollment in this section will grow. Abandon early and build a large modern school in this section.

Williams No. 45.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase about 3%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Decrease in white; present ratio W:C::90:10.

Change in enrollment, 1912-1920.

Grades 1-6 +97%.

Data concerning rentals of homes:

33% live in flats of fair rental.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 80.2%.
Per cent. of public school census children who are colored 19.8%.

School building score, 401.

Recommendations:

Abandon early and build on a site farther east. Effect consolidations in this region.

Hampstead Hill No. 47.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+172.6%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Colored decrease. 1920 ratio, W:C::100:0.

Change in enrollment, 1912-1920.

Grades 1-6 —14.7%.

Data concerning rentals of homes:

70% live in residences, of which approximately 80% pay above $15.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 531.

Annex to 47 has 12 classrooms and ranks at 681 points.

Recommendations:

Maintain in its present good state of repair. Increases to the site are desirable.

James Monroe No. 48.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+6.7%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Colored gain; present ratio is W:C::88:12.

Change in enrollment, 1912-1920.

Grades 1-6 —5.7%. Grades 7-8-9 +75%.

Data concerning rentals of homes:

75% live in residences, of which over two-thirds have rentals less than $25. 25% live in flats. 50% of flat rentals more than $20.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 93%.
Per cent. of public school census children who are colored 7%.

School building score, 351.

Recommendations:

See recommendations for Nos. 16 and 30.

Clifton and Branch No. 50.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+211%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Slight gain in white population. W:C::98:2.

Change in enrollment, 1912-1920.

Grades 1-6 +103%.

Data concerning rentals of homes:

90% live in residences, of which 50% rent from $20 to $50.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 98%.
Per cent. of public school census children who are colored 2%.

School building score—No. 50, 517. 50 Branch, 84.

Use of temporary housing—Eight classrooms in branch, four in annex, one in corridor.

Recommendations:

The present building should be maintained in a good state of repair and additional land be secured. The Montebello plans are providing relief.

Waverly No. 51.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+87.1%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Gain in colored population. Ratio W:C::95:5.

Change in enrollment, 1912-1920.

Grades 1-6 +1.2%. Grades 7-8-9 +235.4%.

Data concerning rentals of homes:

At least 95% live in residences, more than 50% of whom pay $30 per month or more.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 88%.
Per cent. of public school census children who are colored 12%.

School building score, 649.

Use of temporary housing—One temporary classroom.

Recommendations:

Additional land should be secured at a very early date.

Brent No. 53.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+57% (gain).

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::96:4. Population fairly constant.

Change in enrollment, 1912-1920.

Grades 1-6 +26.8% (gain). Grades 7-8-9 +23.4% (gain).

Data concerning rentals of homes:
75% live in private residences, 50% of whom pay above $50.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 91%.
Per cent. of public school census children who are colored 9%.

School building score, 535.

Use of temporary housing—Five classrooms in annex.

Recommendations:
Maintain in good repair.

Peabody No. 54.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+13.7% gain.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::82:18. Population fairly constant.

Change in enrollment, 1912-1920.

Grades 1-6 +26.6%.

Data concerning rentals of homes:
75% live in residences, of whom 50% pay over $50.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 81%.
Per cent. of public school census children who are colored 19%.

School building score, 487.

Recommendations:
Maintain in good repair.

Hampden No. 55.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+10.1% (gain).

Changes in white and colored residential movements, based on change in voters, 1910-1920:
Colored population practically none. W:C::99:1.

Change in enrollment, 1912-1920.

Grades 1-6 +8.8% (gain). Grades 7-8-9 +25.3% (gain).

Data concerning rentals of homes:

50% of people in residences of over $25 rental.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 488.

Use of temporary housing—Four classrooms in corridors, 2 in portables, 1 in annex.

Recommendations:

The building should be maintained in good repair. A new building planned to the north will relieve the overcrowded condition.

Mt. Vernon No. 56.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

—11.3% in school area, although increase of 31.6% in ward.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

100% white.

Change in enrollment, 1912-1920.

Grades 1-6 —14.6% (decrease).

Data concerning rentals of homes:

80% live in residences, 50% of whom pay $25 or more rental.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 189.

Recommendations:

These children should be housed in a city-built and city-owned school building at the earliest period. The present location is unsuited for the new building, as it is on the fringe of its district. The overcrowded condition of No. 55 and the inadequacy of Nos. 56 and 57 must be treated as one problem.

Abbott No. 57.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+6.5% (gain). Ward shows +31.6% (gain).

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Practically 100% white.

Change in enrollment, 1912-1920.

Grades 1-6 +14%.

Data concerning rentals of homes:

90% live in residences, 50% of whom pay over $30.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 218.

Use of temporary housing—Two classrooms in annexes.

Recommendations:

See recommendations for No. 56 above.

Woodberry No. 58.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+111.1% (increase)

Changes in white and colored residential movements, based on change in voters, 1910-1920:
100% white (approximately).

Change in enrollment, 1912-1920.

Grades 1-6 +10.3% (gain). Grades 7-8-9 +61.3% (gain).

Data concerning rentals of homes:
Residential district of better class.

School census percentages Sept., 1920:
Use of temporary housing—Four rooms in annex which scores 227.

Recommendations:
Adequate territory available in this region. The new building should be built within a five-year period.

Louisa M. Alcott No. 59.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+231.7% (gain).

Changes in white and colored residential movements, based on change in voters, 1910-1920:
Slight gain in colored population. W:C::99:1.

Change in enrollment, 1912-1920.

Grades 1-6 +210.5%. Grades 7-8-9 +246.6% (gain).

Data concerning rentals of homes:
80% live in homes, 80% of whom pay about $50 rental.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 100%.
School building score, 667.
Use of temporary housing—One temporary room.

Recommendations:
This building should be enlarged and site extended.

Druid No. 60.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+26.6% (increase).

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::92:8. Fairly constant increase.

Change in enrollment, 1912-1920.

Grades 1-6 +28.5%. Grades 7-8-9 —79%.

Data concerning rentals of homes:
80% in residences, 50% of whom pay less than $25 rental.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 97%.
Per cent. of public school census children who are colored 3%.

School building score, 556.

Recommendations:

Enlargement of site and building is desirable.

Howard No. 61.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+49.8% (gain).

Changes in white and colored residential movements, based on change in voters, 1910-1920:

W:C::82:18. Increase of white population.

Change in enrollment, 1912-1920.

Grades 1-6 +31.9%. Grades 7-8-9 —87.3%.

Data concerning rentals of homes:

50% live in residences, of whom 50% pay above $35. Approximately 15% in better-grade apartments.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 70.6%.
Per cent. of public school census children who are colored 29.4%.

School building score, 547.

Recommendations:

Maintain in good repair.

Smallwood No. 62.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+58.9%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

W:C::99:1.

Change in enrollment, 1912-1920.

Grades 1-6 +42.4%.

Data concerning rentals of homes:

Approximately 80% live in residences, of whom 50% pay $30 or more rental. About 11% live in flats of medium price.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 96%.
Per cent. of public school census children who are colored 4%.

School building score, 526.

Use of temporary housing—One classroom in annex; one in portable.

Recommendations:

Maintain in good repair

Walbrook No. 63.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+126.8%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::99:1.

Change in enrollment, 1912-1920.

Grades 1-6 +27%. Grades 7-8-9 +17%.

Data concerning rentals of homes:
Approximately 90% live in residences of better class.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 99%.
Per cent. of public school census children who are colored 1%.

School building score, 536.

Use of temporary housing—Four temporary classrooms; two in portables.

Recommendations:
Provide relief for this school by building to the northwest. Additional playground space will be most welcome.

Liberty No. 64.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+173.1%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::99:1.

Change in enrollment, 1912-1920.

Grades 1-6 +96.7%. Grades 7-8-9 +105%.

Data concerning rentals of homes:
Approximately 70% live in residences of higher type.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 99%.
Per cent. of public school census children who are colored 1%.

School building score, 585.

Use of temporary housing—Six temporary classrooms; two in portables, one in annex.

Recommendations:
Additional playground area should be secured.

Penhurst No. 64 Br.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+128%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
Approximately 100% white.

Change in enrollment, 1912-1920.

Grades 1-6 (see Liberty No. 64).

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

Recommendations:

Provision is being made in a new school building.

Hamilton No. 65.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+273.5%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

W:C::99:1.

Change in enrollment, 1912-1920.

Grades 1-6 +99.3%. Grades 7-8-9 +150.9%.

Data concerning rentals of homes:

Approximately 90% in residences, 80% of whom pay above $35 rental.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 98%.
Per cent. of public school census children who are colored 2%.

Use of temporary housing—One temporary classroom; eight in portables.

Recommendations:

New building is being erected.

Westover No. 66.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+32.2%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

W:C::97:3.

Change in enrollment, 1912-1920.

Grades 1-6 +28.5%. Grades 7-8-9 +3.1%.

Data concerning rentals of homes:

Approximately 90% live in residences, of whom 85% pay over $35.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 92%.
Per cent. of public school census children who are colored 8%.

Recommendations:

Plan a large school center in this section. Abandon early.

Frederick No. 67.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+32.2%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::97:3.

Change in enrollment, 1912-1920.

Grades 1-6 +7%.

Data concerning rentals of homes:
Approximately 90% in residences, 50% of whom pay above $30.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 92%.
Per cent. of public school census children who are colored 8%.
School building score, 436.

Use of temporary housing—One temporary classroom; two in portables.

Recommendations:
As soon as a large school center is provided here, this building and site may gradually be abandoned.

Ross No. 68.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+38.8%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::100:0.

Change in enrollment, 1912-1920.

Grades 1-6 +1.6%. Grades 7-8-9 +35%.

Data concerning rentals of homes:
Approximately 75% living in residences, of whom 5% pay above $20; approximately 25% live in flats.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 100%.
School building score, 409.

Use of temporary housing—Two classrooms in portables.

Recommendations:
Maintain in good repair.

Federal No. 70.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
—7.7%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::96:4.

Change in enrollment, 1912-1920.

Grades 1-6 —74.7%.

Data concerning rentals of homes:
Approximately 50% live in residences and 50% in flats of cheaper type.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 93%.
Per cent. of public school census children who are colored 7%.

School building score, 707.

Recommendations:

Provide this high-grade building with more playground space.

Martha Washington No. 72.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

—7.2%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

W:C::64:36. Increase in colored population.

Change in enrollment, 1912-1920.

Grades 1-6 —31.9%. Grades 7-8-9 +138%.

Data concerning rentals of homes:

Approximately 65% live in residences and 35% in flats of lower grade.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 76%.
Per cent. of public school census children who are colored 24%.

School building score, 368.

Use of temporary housing—One temporary room.

Recommendations:

Abandon this building as the building program advances.

Pinkney No. 73.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

—11%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Decrease in white, increase in colored. W:C::35:65.

Change in enrollment, 1912-1920.

Grades 1-6 —24.7%.

Data concerning rentals of homes:

Approximately 45% live in residences, and the remainder in cheaper grade flats.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 70%.
Per cent. of public school census children who are colored 30%.

School building score, 354.

Recommendations:

This building should be included in a consolidation in this section, which will eliminate it as a separate school unit.

Cromwell No. 74.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
—4.5%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::86:14. Increase of whites.

Change in enrollment, 1912-1920.

Grades 1-6 +14.4%.

Data concerning rentals of homes:
Approximately 80% live in residences, 50% of whom pay above $35.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 84%.
Per cent. of public school census children who are colored 16%.

School building score, 526.

Recommendations:
Additions to the site of this building should be made early.

Carrollton No. 75.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+5.7%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::53:47. Gains in colored, loss in white.

Change in enrollment, 1912-1920.

Grades 1-6 —16.7%. Grades 7-8-9 +21.5%.

Data concerning rentals of homes:
Approximately 70% live in residences, 50% paying less than $20. About 33% in flats.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 62%.
Per cent. of public school census children who are colored 38%.

School building score, 328.

Recommendations:
Consolidations should be effected early in this region, which will eliminate this building as a separate unit.

Key No. 76.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+1.4%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::100:0.

Change in enrollment, 1912-1920.

Grades 1-6 +2%. Grades 7-8-9 +85%.

Data concerning rentals of homes:

Approximately 66% live in homes; about 25% in flats of cheaper type.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score—Fire gutted structure.

Six temporary classrooms, with nine others in portables and six in temporary annexes.

Recommendations:

A new building has been planned.

Smith No. 77.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+8.6%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

W:C::87:13. Colored gaining.

Change in enrollment, 1912-1920.

Grades 1-6 +98.7%.

Data concerning rentals of homes:

Approximately 66% in residences; 33% in flats of cheaper type.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 91%.

Per cent. of public school census children who are colored 9%.

School building score, 226.

Recommendations:

Consolidations should be effected in this region which will eliminate this building as a separate unit. The site should be abandoned. The need is immediate.

Fulton No. 78.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+18.3%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

W:C::85:15. Colored increasing.

Change in enrollment, 1912-1920.

Grades 1-6 —81%.

Data concerning rentals of homes:

Approximately 77% in residences and 23% in flats of cheaper grades.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 86%.

Per cent. of public school census children who are colored 14%.

School building score, 408.

Use of temporary housing—One temporary classroom, with two in portables.

Recommendations:

Abandon within a ten or fifteen year period. Its future status should be determined in connection with other schools in this territory, so that overlapping may be eliminated to a large degree.

Lafayette No. 79.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+2.9%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::58:42. Colored population increasing slowly; whites slowly decreasing.

Data concerning rentals of homes:
Approximately 50% live in residences, 20% in flats of medium price, and 30% in apartments of fair grade.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 30%.
Per cent. of public school census children who are colored 70%.

School building score, 387.

Use of temporary housing—Six in portables.

Recommendations:
Abandon early.

Morris No. 81.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+6.2%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::39:61.

Change in enrollment, 1912-1920.

Grades 1-6 +18.3%. Grades 7-8-9 +16.2%.

Data concerning rentals of homes:
Approximately 70% in residences; 20% in flats, medium priced grade.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 37%.
Per cent. of public school census children who are colored 63%.

School building score, 377.

Use of temporary housing—One temporary.

Recommendations:
Abandon within a five-year period and plan future in connection with Nos. 21, 39 and 11.

Paca No. 83.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
+70.1%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
W:C::98:2.

Change in enrollment, 1912-1920.

Grades 1-6 +34.7%.

Data concerning rentals of homes:

About 80% live in residences of cheaper and medium price.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 99%.
Per cent. of public school census children who are white 1%.

School building score, 698.

Recommendations:

Continue to consider this building as a real school center for this district. The adequacy of its facilities for future increased activities should be constantly borne in mind.

Johnson No. 84.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

+0.7%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

W:C::100:0.

Change in enrollment, 1912-1920.

Grades 1-6 +39.5%.

Data concerning rentals of homes:

About 66% in residences; 33% in flats of lower grade.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.

School building score, 535.

Use of temporary housing—One temporary classroom.

Recommendations:

Maintain in a good state of repair. Additions can be made with difficulty, but this school must be considered one of the permanent centers in South Baltimore.

Fort Worthington No. 85.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 15% in last decade. Probable gain 40% in next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

In 1920 90% of the voters were white. Slight increase in white population; relatively large increase in colored population.

Change in enrollment, 1912-1920.

Grades 1-8, decrease of 6%.

Data concerning rentals of homes:

Residences and flats of relatively low rentals.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 78.9%.
Per cent. of public school census children who are colored 21.1%.

School building score, 621.

Recommendations:

This center should be developed beyond its present capacity. Additions to building and site are recommended.

Lincoln No. 86.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 36% during last decade by E. D's. Probable gain of 18% in next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

75% of voters are white. Small increase in white population. Greater increase in colored population.

Change in enrollment, 1912-1920.

Grades 1-8 +49.5%.

Data concerning rentals of homes:

Majority of homes fair; flats of cheaper type.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 76.8%.
Per cent. of public school census children who are colored 23.2%.

School building score, 681.

Recommendations:

Maintain in good repair.

Perry No. 92.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of 5% in last decade by E. D's. Probable decrease of 3% in next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

95% of voters are white. Slight decrease in white and increase in colored populations.

Change in enrollment, 1912-1920.

Grades 1-8 +12%.

Data concerning rentals of homes:

Low rental type of homes and flats.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 87.9%.
Per cent. of public school census children who are colored 12.1%.

School building score, 372.

Recommendations:

This building should be eliminated as consolidations are effected in this region.

Carroll No. 93.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Decrease of 25% in E. D's. 1910-1920. Probable decrease of 25% in next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

77% of voters are white. Larger decrease in white population than in colored.

Change in enrollment, 1912-1920.

Grades 1-8 —34.4%.

Data concerning rentals of homes:

Low rental type in homes, and extremely so in flats.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 80.3%.
Per cent. of public school census children who are colored 19.7%.

School building score, 270.

Use of temporary housing—One portable and seven classrooms in annexes.

Recommendations:

One of the problems needing immediate solution is found here. A new site or extensive additions to the present site should be secured. Consolidations with other schools should be effected to make possible the development in this section of the highest type of community school center.

Schley No. 94.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

General decrease of 2% in E. D's. Population of district unlikely to change during next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

71% are white voters. Larger increases in colored population likely.

Change in enrollment, 1912-1920.

Grades 1-6 +4.5%.

Data concerning rentals of homes:

Low rental type of homes, and extremely so of flats.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 63.7%.
Per cent. of public school census children who are colored 36.3%.

School building score, 324.

Recommendations:

The program for this school should be considered in connection with the developments for Nos. 16, 20, 5 and 37. It should not be continued as a separate unit after a five-year period.

Lexington No. 95.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

General white increase of 2% in last decade. General colored increase of 10% in last decade.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

57.7% of voters are colored. 30% decrease in white voters, 40% increase in colored voters.

Change in enrollment, 1912-1920.

Grades 1-6 —21.5%. Grades 7-8-9 +3.1%.

Data concerning rentals of homes:

Low rental type of home and flat; medium type lodging house.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 35.8%.
Per cent. of public school census children who are colored 64.2%.

School building score, 289.

Recommendations:

This building lies in the heart of a congestion of overlapping. Developments in connection with Nos. 1, 9, 31, 15 and 75 influence the program for these children. The building should be abandoned early.

Ramsey No. 96.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Population change very slight. Probable increase of 5% in next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

99% of voters are white. Probable increase of colored voters.

Change in enrollment, 1912-1920.

Grades 1-6 —3.1%.

Data concerning rentals of homes:

Fair rental type of home and flat.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 95.5%.
Per cent. of public school census children who are colored 4.5%.

School building score, 516.

Recommendations:

Maintain in good state of repair. Provide relief from overcrowding in the early part of the decade 1920-1930 by better provisions to the north.

Steuben No. 97.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase in E. D's of 0% to 12%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Colored voters increasing over white as 33% is to 6%. One precinct has increased 60% in colored population.

Change in enrollment, 1912-1920.

Grades 1-6 —54%.

Data concerning rentals of homes:

Homes, flats, lodging houses in large percentage of cases of low rental type.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 80.9%.
Per cent. of public school census children who are colored 19.1%.

School building score, 269.

Recommendations:

Discontinue very early in the decade as a separate school unit. Its future is involved in the course pursued with respect to Nos. 77, 26 and schools to the west and south.

Morse No. 98.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Very slight decrease of 1.3%. E. D. No. 336 gained 28%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

District predominantly white. Slight growth of colored voters in Ward 19.

Change in enrollment, 1912-1920.

Grades 1-6 —16.2%. Grades 7-8 +136%.

Data concerning rentals of homes:

Most residences $25 and under; flats, $20 or less; medium lodging houses.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 95.5%.
Per cent. of public school census children who are colored 4.5%.

School building score, 656.

Columbus No. 99.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Growth of entire district, 23.1%. E. D. No. 119 more than doubled population.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

District all white.

Change in enrollment, 1912-1920.

Grades 1-6 +45%.

Data concerning rentals of homes:

Residences, $25 and less, mostly; flats, $20 and less, mostly.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 94.5+.
Per cent. of public school census children who are colored 5.5%.

School building score, 377.

Recommendations:

This building should be continued as a school center. Changes in the present structure and additions to the building and site are inevitable.

Arlington No. 201.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward increases of 140% in last decade. Probable 30% increase in next 20 years.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Very large percentage of voters are white, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +1.8%. Grades 7-8-9 +37.5%.

Data concerning rentals of homes:

High rental type of home and fair of flats and apartments.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 96.6%.
Per cent. of public school census children who are colored 3.4%.

School building score, 482.

Use of temporary housing—Two portables.

Recommendations:

New site and new building will be necessary within the limits of the 10 to 15 year program.

Athol Terrace No. 202.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase, 14.0%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

95% of white voters in 1920. Large increase of white voters probable; small increase of colored voters probable.

Change in enrollment, 1918-1920.

Grades 1-6 —3%. Grades 7-8-9 +2%.

Data concerning rentals of homes:

Very high rental type of home; few flats of medium type.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 85.2%.
Per cent. of public school census children who are colored 14.8%.

School building score, 452.

Recommendations:

Within a period of fifteen years new site and new building must be provided for a school center in this locality.

Brooklyn No. 203.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Ward increase, 107%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

95% white voters in 1920. Large increase in white voters.

Change in enrollment, 1918-1920.

Grades 1-6 +6.7%. Grades 7-8-9 —1.2%.

Data concerning rentals of homes:

Low rental type of home and flats.

School building score, 441.

Use of temporary housing—98 children on half time.

Recommendations:

The building should be placed in a high-grade state of repair and additional land provided.

Canton No. 1—No. 204.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase, 50%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

95% white voters in 1920. Large increase in white population probable.

Change in enrollment, 1918-1920.

Grades 1-6 +.5%. Grades 7-8-9 —3%.

Data concerning rentals of homes:

Medium rental type home; low rental type flats.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 100%.
Per cent. of public school census children who are colored very small.

School building score, 170.

Recommendations:

The building should be abandoned at the beginning of the program. The developments to the west and north require consolidation with this school on a larger and better site.

Canton Kindergarten Nos. 1 and 3—No. 205.

Recommendations:

This makeshift housing will no longer be needed as school centers are developed in this section.

Canton No. 5—No. 207.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase, 50%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

98% white voters. Large increase in white population probable.

Change in enrollment, 1918-1920.

Grades 1-6 +2.8%. Grades 7-8-9 +3%.

Data concerning rentals of homes:

Fair rental type homes; low rental type flats.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 99.6%.
Per cent. of public school census children who are colored .4%.

School building score, 235.

Use of temporary housing—Eight classrooms in portables.

Recommendations:

Early abandonment and consolidation to eliminate overlapping in this region.

Curtis Bay No. 208.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase 107%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
Entirely white voters. Large increase.

Change in enrollment, 1918-1920.

Grades 1-6 +13.1%.

Data concerning rentals of homes:
Low rental types of homes and flats.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 100%.

School building score, 437.

Recommendations:
Maintain in good repair.

Evergreen No. 209.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 103%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
95% white voters in 1920. Large increase in white population probable.

Change in enrollment, 1918-1920.

Grades 1-6 —6.4%. Grades 7-8-9 —.3%.

Data concerning rentals of homes:
Very high rental types of homes in majority; also apartments.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 95.5%.
Per cent. of public school census children who are colored 4.5%.

School building score, 354.

Recommendations:
This building will need replacement in the 10-15 year program.

Fairfield No. 210.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 107%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
60% white voters in 1920.

Change in enrollment, 1918-1920.

Grades 1-6 —4%. Grades 7-8-9 +4%.

Data concerning rentals of homes:
Low rental type of home and flat.

School building score, 217.

Recommendations:
Abandon early and provide replacement.

Gardenville No. 211.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 75%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
100% white voters in 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +7.5%. Grades 7-8-9 +8.7%.

Data concerning rentals of homes:
High rental type of home; few flats.

Per cent. of public school census children who are white 91.3%.
Per cent. of public school census children who are colored 8.7%.

School building score, 450.

Use of temporary housing—Two classrooms in portables.

Recommendations:
Repair the old part of building and make additions.

Garrett Heights No. 212.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 107%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
95% white voters in 1920.

Change in enrollment, 1918-1920.

Grades 1-6 —2.3%.

Data concerning rentals of homes:
Very good rental type of home and flat.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 91.3%.
Per cent. of public school census children who are colored 8.7%.

School building score, 416.

Use of temporary housing—Two classrooms in portables and four in annexes.

Recommendations:
The indications are that a new school building will be needed here to care for increased enrollment.

Govans No. 213.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 107%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
97% white voters in 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +16.7%. Grades 7-8-9 +3%.

Data concerning rentals of homes:

Very high rental type of home; some good flats and apartments.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 94.7%.
Per cent. of public school census children who are colored 5.3%.

School building score, 579.

Recommendations:

Maintain in a good state of repair.

Guilford No. 214.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase 107%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

93% white voters in 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +2.1%. Grades 7-8-9 +102%.

Data concerning rentals of homes:

Very high rental type homes, flats and apartments.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 91.2%.
Per cent. of public school census children who are colored 8.8%.

School building score, 767.

Recommendations:

Secure additional land with the expectation of developing this point as a large school center.

Highlandtown No. 215.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase 50%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

100% white voters in 1920.

Change in enrollment, 1918-1920.

Grades 1-6 —48.2%. Grades 7-8-9 +3%.

Data concerning rentals of homes:

Well distributed types of homes and cheaper flats.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 99.7%.
Per cent. of public school census children who are colored .3%.

School building score, 447.

Recommendations:

This building should be maintained in good condition. Additions to the site should be made as they become possible.

Highlandtown Kindergarten No. 216.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 50%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
99% white voters in 1920.

Data concerning rentals of homes:
Good and poor rental types of homes; flats of low rentals.

Recommendations:
The children of this school must be considered as essential parts of the consolidation to be effected in this locality.

Hillsdale No. 217.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 166%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
99% white voters.

Change in enrollment, 1918-1920.

Grades 1-6 +.5%.

Data concerning rentals of homes:
Poor rental types of homes and flats.

School building score, 572.

Recommendations:
Maintain in the present good condition.

Howard Park No. 218.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 166%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
100% white voters in 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +8.6%. Grades 7-8-9 +3.5%.

Data concerning rentals of homes:
Very high rental type of homes and flats.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 100%.

School building score, 588.

Recommendations:
Extensions should be made to the site so that there may be developed here a splendid community school center.

Masonville No. 219.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase 103%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

60% white voters in 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +8%.

Data concerning rentals of homes:

Low rental type home and flat.

School building score, 174.

Recommendations:

As the section develops a new building suitable for school purposes should be planned here. The building which is located here now does not meet these requirements, but may be maintained with expenditures for betterment.

Morrell Park No. 220.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase 103%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

88% white voters, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +7.1%. Grades 7-8-9 +9.0%

Data concerning rentals of homes:

Fairly good rental type of home and flat.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 85.2%.
Per cent. of public school census children who are colored 14.8%.

School building score, 479.

Recommendations:

Maintain in good repair.

Mt. Washington No. 221.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase 107%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

90% white voters, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 —3.5%. Grades 7-8-9 +50%.

Data concerning rentals of homes:

Very high rental type homes and flats.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 96.7%.
Per cent. of public school census children who are colored 3.3%.

School building score, 622.

Recommendations:

Maintain in good repair.

Orangeville No. 222.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase 50%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

100% white voters, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 —4.5%.

Data concerning rentals of homes:

Low rental type of home and flat.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 91.3%.
Per cent. of public school census children who are colored 8.7%.

School building score 159.

Recommendations:

New building should be provided.

Pimlico No. 223.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase 107%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

93% white voters, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 —Rapid growth.

Data concerning rentals of homes:

Very good rental types of homes and flats.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 94.7%.
Per cent. of public school census children who are colored 5.3%.

School building score, 660.

Use of temporary housing—Nine classrooms in portables.

Recommendations:

Additions should be planned at once so that this building may be the nucleus of a large future school center.

Roland Park No. 224.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 107%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
95% white voters, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +4.2%. Grades 7-8-9 +75%.

Data concerning rentals of homes:
Very high rental type of homes, well distributed types of flats.

School census percentages Sept., 1920:
Per cent of public school census children who are white 95.5%.
Per cent. of public school census children who are colored 4.5%.

School building score, 562.

Recommendations:
New site should be provided to care for present overcrowding and future increases.

Westport No. 225.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 103%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
99% white voters, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +10.7%. Grades 7-8-9 +40%.

Data concerning rentals of homes:
Good rental type homes, poorer flats.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 100%

School building score, 299.

Use of temporary housing—3 classrooms in annex.

Recommendations:
A new building should be erected at this point.

Violetville No. 226.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 103%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
96% white voters, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +1.4%. Grades 7-8-9 —3.2%.

Data concerning rentals of homes:
Fair rental type home and flat.

School census percentages Sept., 1920:
Per cent. of public school census children who are white 85.2%.
Per cent. of public school census children who are colored 14.8%.
School building score, 365.

Use of temporary housing—One classroom in portables and one in annex.

Recommendations:
A new site should be secured and a new building erected.

St. Helena No. 227.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 50%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
99% white voters, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +2.7%.

Data concerning rentals of homes:
Low rental type of home and flat.
School building score, 558.

Recommendations:
Additions may shortly be needed at this point, as the building is at present overcrowded.

16th St., Highlandtown, No. 228.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 50%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
100% white voters, 1920.

Data concerning rentals of homes:
Fair type of home and low type of flat.
School building score, 308.

Recommendations:
A new building on a new site is recommended.

Bank St., Highlandtown, No. 229.

Estimated change in total population of the school's district based on 1910 and 1920 figures:
Total ward population increase 50%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:
99% white voters, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 +.1%.

Data concerning rentals of homes:

Good type of home and low rental type of flat; fair apartments.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 99.8%.
Per cent. of public school census children who are colored .2%.

School building score, 244.

Use of temporary housing—3 classrooms in annex.

Recommendations:

The future of this unit should be considered in connection with the other developments in this locality. It is now located in a section of great overlapping. Its use should not be continued as new buildings are built to the south and east.

Hawkins Point No. 230.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Total ward population increase 103%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

92% white voters, 1920.

Change in enrollment, 1918-1920.

Grades 1-6 —22.5%.

Data concerning rentals of homes:

Low rental type of home.

School building score, 198.

Recommendations:

The children of this section should be transported to Curtis Bay.

SCHOOLS FOR COLORED CHILDREN

Frederick Douglas No. 100.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable increase of 12%. Change by E. D's of —10% to +38%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

In 1920 about 83% are white voters. Decrease in white population. Large increase in colored population.

Change in enrollment, 1912-1920.

Grades 1-6 +33.5%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 84%.
Per cent. of public school census children who are colored 16%.

School building score, 553.

Recommendations:

Maintain in a good state of repair and increase the site.

Paul Lawrence Dunbar No. 101.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable decrease of 6% in next decade. Change in E. D's from —18% to +14%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

58% of voters white in 1920. Probable increase of 25% of colored population.

Change in enrollment, 1912-1920.

Grades 1-6 +36.7%. Grades 7-8-9 +38.4%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 85.9%.
Per cent. of public school census children who are colored 14.1%.

School building score, 665.

Recommendations:

Maintain in a good state of repair and increase the site.

School No. 102.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable decrease of 6% in next decade. Change in E. D's from —18% to +14%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Probable increase of 25% of colored population. 58% of voters white in 1920.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 83.4%.
Per cent. of public school census children who are colored 16.6%.

School building score, 376.

Place in a good state of repair and utilize for a period of 10 years.

H. Garnet No. 103.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable increase of 15% in next decade. Change in E. D's from —7% to +25%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 70% colored voters, 1920. Large increase probable in colored population and decrease in white.

Change in enrollment, 1912-1920.

Grades 1-6 —20.8%. Grades 7-8-9 —6.7%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 48.8%.
Per cent. of public school census children who are colored 51.2%.

School building score, 334.

Recommendations:

Consider changes for this school in connection with the other small schools in this section. The program should include the planning of a large center to involve two or three of the smaller centers.

School No. 105.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable decrease in next decade of 12%. Change in E. D's from +16% to —30%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 80% white voters 1920. Probable large increase in colored population and decrease in white.

Change in enrollment, 1912-1920.

Grades 1-6 —20.9%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 78.4%.
Per cent. of public school census children who are colored 21.6%.

School building score, 278.

Recommendations:

The changes which must be made here should be considered in conjunction with developments farther to the east involving School No. 102.

Washington No. 106.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable decrease of 20% in next decade. Change in E. D's from —30% to +2%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 70% white voters 1920. Probable decrease in both white and colored population in next decade.

Change in enrollment, 1912-1920.

Grades 1-6 +33.5%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 88.8%.
Per cent. of public school census children who are colored 11.2%.

School building score, 403.

Recommendations:

With additions to play provisions and adequate repairs this building will be fit for school purposes for an extended period.

School No. 106, Branch.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Slight decrease likely in next decade.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 80% white voters 1920.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 88.8%.
Per cent. of public school census children who are colored 11.2%.

School building score, 382.

Recommendations:

Maintain in good repair.

School No. 107.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Little change likely in next decade. Slight increase in last decade.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 50% white voters 1920. Decrease in white population and increase in colored.

Change in enrollment, 1912-1920.

Grades 1-6 —8.0%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 45.1%.
Per cent. of public school census children who are colored 54.9%.

School building score, 238.

Use of temporary housing—4 classrooms in annex.

Recommendations:

Abandon building and site and effect consolidations in this region.

School No. 108.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable decrease in next decade of 12%. Change in E. D's from —40% to +15%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 95% white voters. Larger decrease in white, but some in colored population.

Change in enrollment, 1912-1920.

Grades 1-6 +7.2%. Grades 7-8-9 +11.7%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 64.1%.
Per cent. of public school census children who are colored 35.9%.

School building score, 361.

Recommendations:

A builder should examine the walls carefully. If repairs are inadvisable, a new center must be begun in this region.

School No. 109.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable decrease in next decade of 10%. Change in E. D's from —25% to +8%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 65% white voters 1920. Large decrease probable in white and slight increase in colored.

Change in enrollment, 1912-1920.

Grades 1-6 +5.7%. Grades 7-8-9 +80%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 97.2%.
Per cent. of public school census children who are colored 2.8%.

School building score, 155.

Recommendations:

Abandonment of the site and building. Selection of a new site and the erection of the needed beginning of a large school center in this region.

School No. 109, Branch.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable increase in next decade of 12%. Change in E. D's from —20% to +30%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 97% white voters 1920. Slightly larger increase of colored population in next decade probable.

School building score, 271.

Recommendations:

A more adequate modern school on a better site.

School No. 110.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Little change in next decade likely. Change in E. D's from —20% to +18%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 65% white voters 1920. Decrease in white and increase in colored population likely.

Change in enrollment, 1912-1920.

Grades 1-6 +10.8%. Grades 7-8-9 +9.64%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 69%.
Per cent. of public school census children who are colored 31%.

School building score, 338.

Recommendations:

Consider changes in connection with the developments with respect to No. 109. Little money should be spent on this building.

Elliott No. 112.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable increase of 20% in next decade. E. D. changes from 0% to 30%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 50% white voters 1920. Increase of 28% in colored population likely in next decade.

Change in enrollment, 1912-1920.

Grades 1-6 +51.2%. Grades 7-8-9 +33.3%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 92.7%.
Per cent. of public school census children who are colored 7.3%.

School building score, 473.

Use of temporary housing—2 classrooms in portables and 12 in annex.

Recommendations:

Increase in playground is essential. Relief for this school is already being planned by the erection of a new building.

Banneker No. 113.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable increase of 5% in next decade. E. D. changes from —6% to +20%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 95% white voters 1920. Probable increase of 20% in colored population in next decade.

Change in enrollment, 1912-1920.

Grades 1-6 —99%. Grades 7-8-9 +15.8%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 80.1%.
Per cent. of public school census children who are colored 19.9%.

School building score, 411.

Use of temporary housing—2 classrooms in corridors, etc., and 4 in portables.

Recommendations:

The site should be extended and additions made to this building.

School No. 115.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable increase in next decade of 35%. E. D. changes from +13% to +120%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 95% white voters 1920. Increase of about 30% probable in white population in next decade.

Change in enrollment, 1912-1920.

Grades 1-6 +9.1%. Grades 7-8-9 +6.6%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 90.01%.
Per cent. of public school census children who are colored 9%.

School building score, 94.

Use of temporary housing—2 classrooms in portables.

Recommendations:

A new building on a new site located nearer the population served.

School No. 116.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Little change probable in next decade. E. D's vary from —12% to +20%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

About 60% colored voters 1920. Colored population likely to increase rapidly with corresponding decrease in white.

Change in enrollment, 1912-1920.

Grades 1-6 +1.4%. Grades 7-8-9 —4.7%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 42.4%.
Per cent. of public school census children who are colored 57.6%.

School building score, 196.

Recommendations:

Abandon building and site and effect consolidations in this region.

School No. 118.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Probable increase of 5% in next decade. E. D's vary from —8% to +24%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

60% colored voters 1920. Large increase of colored population. Large decrease in white likely.

Change in enrollment, 1912-1920.

Grades 1-6 +10.2%. Grades 7-8-9 +7.5%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 92.7%.
Per cent. of public school census children who are colored 7.3%.

School building score, 307.

Recommendations:

Plan to abandon early, consolidating with other schools to reduce the overlapping in this region.

School No. 118, Branch.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 30% probable. E. D. changes +9% to +60%.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

98% white voters 1920. Increase of both about equal probably during next decade.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 89.5%.
Per cent. of public school census children who are colored 10.5%.

School building score, 148.

Recommendations:

A portable should be moved to this point.

Arlington No. 327.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

99% white voters 1920.

Change in enrollment, 1912-1920.

Grades 1-6 +82.7%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 97.7%.
Per cent. of public school census children who are colored 2.3%.

Use of temporary housing—2 classrooms in residence. No regular school building.

Recommendations:

Provisions of a portable nature may be planned in this vicinity to meet temporary needs.

Brooklyn No. 328.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

97.6% white voters 1920.

Change in enrollment, 1912-1920.

Grades 1-6 —24%.

School building score, 441.

Recommendations:

Abandonment and temporary portable provisions if necessary.

Canton No. 329.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Large increase probable in next decade.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

Practically 100% white voters 1920.

Change in enrollment, 1912-1920.

Grades 1-6 —3.1%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 99.78%.
Per cent. of public school census children who are colored .22%.

Recommendations:

A better site with a better building should be easily procurable in this neighborhood.

Fairfield No. 330.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

61.5% white voters 1920.

Change in enrollment, 1912-1920.

Grades 1-6 +20.4%.

School building score, 306.

Use of temporary housing—One temporary classroom in corridor, etc.

Recommendations:

Maintain in good repair and add the needed accommodations.

Lauraville No. 331.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

97% white voters 1920.

Change in enrollment, 1912-1920.

Grades 1-6 +52.6%.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 98.1%.
Per cent. of public school census children who are colored 1.9%.

Use of temporary housing—Two classrooms in annex; no regular building.

Recommendations:

An adequate school building should be provided.

Mt. Winans No. 332.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

90% white voters 1920.

School census percentages Sept., 1920:

Per cent. of public school census children who are white 74.5%.
Per cent. of public school census children who are colored 25.5%.

School building score, 270.

Recommendations:

Early abandonment with proper provisions for site and building.

Roland Park No. 333.

Estimated change in total population of the school's district based on 1910 and 1920 figures:

Increase of 20% likely.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

97% white voters 1920.

Change in enrollment, 1912-1920.

Grades 1-6 —7.0%.

School census percentages Sept., 1920:

Per cent. of public school census, children who are white 97.1%.
Per cent. of public school census, children who are colored 2.9%.

School building score, 171.

Recommendations:

New building under construction.

Mt. Washington No. 334.

Changes in white and colored residential movements, based on change in voters, 1910-1920:

90% white voters 1920.

Change in enrollment, 1912-1920.

Grades 1-6 +6.6%.

Recommendations:

An adequate school building should be provided.

THE REPLACEMENT PROGRAM

In the foregoing pages specific recommendations have been made with respect to each individual school building. In some cases these recommendations have included the speedy replacement of the school plant, or adequate housing for the school children in neighboring school plants. In the later cases additions must be made in order to provide for these children.

TABLE LII

THE ELEMENTARY AND JUNIOR HIGH SCHOOL BUILDINGS FOR WHITE CHILDREN WHICH IT IS RECOMMENDED BE REPLACED AT AN EARLY DATE

Number of children enrolled as of June, 1920, shown in each building.

SCHOOL NUMBER	NUMBER OF CHILDREN JUNE, 1920
1	314
3	840
5	747
9	561
12	550
15	408
19	456
20	1,209
21	387
24	1,023
26	332
28	447
30	768
38	Included in No. 24
40	884
42	586
43	883
45	376
48	581
52	233
56	165
57	285
66	427
75	711
77	656
79	750
95	556
97	271
Canton No. 1	587
Canton Kindergarten No. 3	61
Canton No. 5	704
Fairfield	163
Highlandtown Kindergarten	125
Orangeville	253
Westport	353
Violetville	167
Highlandtown No. 16	306
Highlandtown, Bank Street	880
Total	18,995

In Table LII will be found all of the elementary junior high schools for white children for which replacements have been recommended, together with the number of children of the June, 1920, enrollment for each of these buildings. The total number of children housed in these buildings in June, 1920, is 18,995. In February, 1921, this total number was 18,107.

In Table LIII are listed the elementary schools for colored children for which replacements have been recommended, together with the number of elementary children as of June, 1920, enrollment. The February, 1921, enrollment for this same group shows 5,134 children.

TABLE LIII

THE ELEMENTARY SCHOOL BUILDINGS FOR COLORED CHILDREN WHICH IT IS RECOMMENDED BE REPLACED AT AN EARLY DATE

Number of children enrolled as of June, 1920, shown in each building

SCHOOL NUMBER	NUMBER OF CHILDREN, JUNE, 1920
105	535
107	742
109	—
109 Branch	689
110	1,029
112 Annex	883
115	283
116	570
118 Branch	323
Arlington	59
Canton	30
Mt. Winans	138
Mt. Washington	34
Total	5,315

In Table LIV are listed the white elementary and junior high schools for which replacements are recommended within the next five-year period.

The total enrollment for these children as of June, 1920, is 6,433.

The Survey Commission also recommends that within the next ten or fifteen years school buildings Nos. 23, 25, 31, 78, the Arlington School for white children, the Evergreen School, the Gardenville School, School No. 102, No. 103 and No. 118 be replaced by new structures. These schools will not be included in the cost program for 1920-1930.

The school buildings of the present school plant, which are recommended for abandonment are summarized in Table LV.

In February, 1921, the Survey Commission placed before the Board of Education a report on the Program of Replacement based on the February, 1921, enrollment figures. This report is summarized in Table LVI.

In this table it is seen that provision must be made as early as possible for approximately 23,000 children.

The present inadequate buildings, together with their sites, may be sold in a number of instances. In some cases the sites will be retained and extended, and adequate modern buildings be built upon them.

TABLE LIV

THE ELEMENTARY AND JUNIOR HIGH SCHOOL BUILDINGS FOR WHITE CHILDREN WHICH IT IS RECOMMENDED BE REPLACED WITHIN FIVE YEARS

Number of children enrolled as of June, 1920, shown in each building

SCHOOL NUMBER	NUMBER OF CHILDREN
58	348
72	752
73	529
80	1,124
81	748
92	725
94	1,112
99*	1,095
Total	6,433

*Two-thirds enrollment taken.

TABLE LV

SUMMARY OF SCHOOLS RECOMMENDED FOR REPLACEMENT BY THE SURVEY COMMISSION

Recommendation: Abandonment and provision of new facilities as soon as possible.

Schools for white children	38
Schools for colored children	12
Total	50

Recommendation: Abandonment and replacement within five years.

Schools for white children	8
Schools for colored children	0
Total	8

Recommendation: Abandonment and replacement within ten to fifteen years.

Schools for white children	7
Schools for colored children	3
Total	10

Total number of schools to be replaced within fifteen-year period:

Schools for white children	53
Schools for colored children	15
Total	68

TABLE LVI

COST PROGRAM FOR THE REPLACEMENT OF INADEQUATE SCHOOL FACILITIES FOR WHICH SUBSTITUTION SHOULD BE MADE AS EARLY AS POSSIBLE IN THE BUILDING PROGRAM

Enrollment Figures of February, 1921.

Number of white children for whom replacement should be made within the 1914 city limits	14,623	
Number of white children for whom replacement should be made within the 1920 annex	3,484	
Total number of white children for whom replacement should be made as early as possible		18,107
Number of colored children for whom replacement should be made within the 1914 city limits	4,872	
Number of colored children for whom replacement should be made within the 1920 annex	262	
Total number of colored children for whom replacement should be made as early as possible		5,134
Grand Total		23,241

Total number of children within the limits of the 1914 city for whom replacement should be made as soon as possible	19,495	
Total number of children within the 1920 annex for whom replacement should be made as soon as possible	3,746	
Grand Total		23,241

Building costs have been at very high figures for a considerable period. At the present writing the cost for school buildings on unit bases have been slowly returning to the 1914 figures. The Survey Commission considers that a cost figure of approximately $400 per child may with fairness be used as a basis for estimates. The school buildings and sites, which are abandoned, can be sold at satisfactory figures. This additional sum should be utilized for the purpose of advancing the school building program. Using this estimated $400 per child and an estimate of 23,241 children for whom provision must be made, the cost of the immediate replacement program will be approximately **$9,296,400.**

In Table LIV the number of children for whom provision must be made within a five-year period is given as 6,433. If the cost of replacement for these children is placed at $400 per child, this five-year limitation section of the Replacement Program will cost **$2,573,200.** The entire Replacement Program for the decade 1920-1930 will at least include both of these elements, making a minimum for replacement of **$11,869,600.**

THE COST FOR CONSTRUCTION NEEDED BECAUSE OF INCREASED ENROLLMENT FOR THE DECADE 1920-1930.

The Survey Commission has estimated that there will be an increased enrollment of approximately 28,000 children for the period 1920-1930. During this period costs will continue to become lower. The new buildings involved in this new program of construction must be located in a majority of cases on new sites. It is difficult to estimate the cost of these sites. The Survey Commission believes, however, that the estimate of $400 per child for these new buildings and new sites will give a fair concept of the total cost during this decade. The provision, therefore, for 28,000 children at $400 per child will be **$11,200,000.**

THE COST OF THE TOTAL SCHOOL BUILDING PROGRAM FOR THE DECADE 1920-1930

The cost of immediate replacement program—23,241 children at $400.....	$9,296,400
The cost of the five-year limit replacement program—6,433 children at $400.	2,573,200
Increase in population for the decade 1920-1930—28,000 children at $400...	11,200,000
Total cost	$23,069,600

SUGGESTED CHRONOLOGICAL ORDER FOR THE REPLACEMENT OF OLD BUILDINGS AND THE ERECTION OF NEW BUILDINGS

In Table LVII will be found a distribution by wards of the new buildings which will be needed for the decade 1920-1930. The order of construction of these new buildings is indicated on the basis of the amounts of increase. Variation will occur in this order due to the years of the decade when the growth occurs. Constant observation of the tendencies toward growth in the sections of the city will supplement this study.

In the same table has been included a distribution by wards of the replacements which are recommended for an early date, as well as the replacements which should be made within a five-year period.

In Table LVIII similar facts are given for the schools for colored children.

In each of these tables, after the number or name of the school, the score allotted to the building has been recorded. It is the recommendation of the Survey Commission that as far as possible the replacements be first made where the scores are lowest.

Table LIX gives in the order of their scores the buildings for white children, which should be replaced. The buildings therefore appear in the order in which the replacement should be made. It is recognized that this order cannot be strictly followed in a number of instances as the replacement of one school involves full consideration of other schools in the same district which may have somewhat higher scores. For example the problems of Nos. 38 and 24 can best be solved by treating this district at one time. The same principle holds for Schools Nos. 19, 30 and 48; for Schools Nos. 77 and 26; and likewise for other combinations. In Table LIX four groupings of the buildings have been made. It is felt that the schools of the first two groups should receive first consideration in the replacement program. All schools within each group present for all practical purposes approximately the same degree of urgency with respect to changes.

Table LX presents the facts of the previous table as they relate to the schools for colored children.

In Table LXI will be found the list of school buildings where the temporary housing problem must be solved by new additions or through the building of new buildings. This table gives the facts for all school buildings of Table XVII, page 65, with the omission of those schools for which replacements are recommended in the early replacement program. In Table LXI are found such buildings as School No. 13 and School No. 113 where immediate attention must be paid to the proper housing of the children who are today being housed in portables or in inadequate annexes. The individual recommendations for each individual school show where the greatest need has developed for immediate changes in these temporary housing conditions. These needs should be considered jointly with the new building program in each of these wards.

Table LXII shows the facts of Table LXI distributed by wards.

TABLE LVII

THE DISTRIBUTION OF NEW BUILDINGS AND REPLACEMENTS BY WARDS (SCHOOLS FOR WHITE CHILDREN). ALSO SHOWING THE SUGGESTED ORDER OF CONSTRUCTION OF NEW BUILDINGS

WARDS	1920–30 NEW ELEMENTARY BUILDINGS		1920–30 NEW JUNIOR HIGH SCHOOL BUILDINGS	1920–30 NEW HIGH SCHOOL BUILDINGS	REPLACEMENTS AT AN EARLY DATE		REPLACEMENTS WITHIN FIVE YEARS	
	Number of buildings	Order of construction			Elementary schools	Junior high schools	Elementary schools	Junior high schools
1	1	13			Sch. 3 (334)†, Sch. 24 (317), Sch. 38 (224)			
2			1		Sch. 42 (400)			
3								
4					Sch. 9 (305), Sch. 95 (289)	Sch. 1 (330)		
5					Sch. 43 (264), Sch. 93 (270)	Sch. 40 (359)	Sch. 73 (354)	
6			1		Sch. 77 (226), Sch. 97 (269), Sch. 26 (329)			
7	1	12			Sch. 5 (370)		Sch. 94 (324)	
8	1	10					Sch. 99*(377)	
9	1	4			Sch. 20 (304)			Sch. 80 (318)
10					Sch. 45 (401)			
11						Sch. 79 (387)		
12	1	7	1			Sch. 52 (277)		
13	1	5			Sch. 56 (189), Sch. 57 (218)		Sch. 58 (392)	
14					Sch. 21 (351)			
15	2	3	(1 comb	inat'n 1)			Sch. 81 (377)	
16	1	11	1					
17								
18					Sch. 15 (369), Sch. 75 (328)			
19					Sch. 19 (360), Sch. 30 (287), Sch. 48 (351)			
20	1	8			Sch. 66 (296)			
21							Sch. 72 (368)	
22					Sch. 12 (314)			
23							Sch. 92 (372)	
24			1		Sch. 28 (348)			
25	1	6			Fairfield (217), Westport (299), Violetville (365)			
26	2	1	1		Canton No. 1 (170), Canton Kindergarten No. 3 (235), Canton No. 5 (235), Highlandtown Kindergarten(250), Orangeville (159), Highlandtown No. 16 (308), Highlandtown Bank Street (244)			
27	2	2						
28	1	9						

* In part. † Figures in parentheses are the scores allotted to old buildings.

TABLE LVIII

THE DISTRIBUTION OF NEW BUILDINGS AND REPLACEMENTS BY WARDS (SCHOOLS FOR COLORED CHILDREN). ALSO SHOWING THE SUGGESTED ORDER OF CONSTRUCTION OF NEW BUILDINGS

WARDS	1920–30 ELEMENTARY SCHOOLS	1920–30 JUNIOR AND SENIOR HIGH SCHOOLS	REPLACEMENTS—ELEMENTARY SCHOOLS
1			
2			
3			
4			School 110 (338)**
5			School 105 (278)
6			
7			
8			
9			
10			
11			School 116 (196)
12			School 115 (94)
13			
14	1		
15			School 112 Annex
16			
17		1	School 107 (239)
18			School 109 (155)
19			
20			School 109 Br. (271), School 118 Br. (148)
21			
22			School 106 (382)
23			
24			
25			Mt. Winans (265)
26			Canton (182)
27			Arlington (204), Mt. Washington (118)
28			

** Figures in parentheses are the scores allotted to the old buildings.

TABLE LIX

SUGGESTED CHRONOLOGICAL ORDER OF REPLACEMENT OF INADEQUATE ELEMENTARY AND JUNIOR HIGH SCHOOLS FOR WHITE CHILDREN

Immediate replacement program

ELEMENTARY SCHOOL BUILDINGS	SCORES	ORDER OF REPLACEMENT
GROUP I		
Orangeville	159	1
Canton No. 1	170	2
No. 56	189	3
Fairfield	217	4
No. 57	218	5
No. 38	224	6
No. 77	226	7
Canton Kindergarten No. 3	235	8
Canton Kindergarten No. 5	235	9
Highlandtown, Bank Street	244	10
Highlandtown Kindergarten	250	11
GROUP II		
No. 43	264	12
No. 97	269	13
No. 93	270	14
No. 30	287	15
No. 95	289	16
No. 66	296	17
Westport	299	18
GROUP III		
No. 20	304	19
No. 9	305	20
Highlandtown No. 16	308	21
No. 12	314	22
No. 24	317	23
No. 75	328	24
No. 26	329	25
No. 3	334	26
No. 28	348	27
GROUP IV		
No. 21	351	28
No. 48	351	29
No. 19	360	30
Violetville	365	31
No. 15	369	32
No. 5	370	33
No. 42	400	34
No. 45	401	35

JUNIOR HIGH SCHOOL BUILDINGS	SCORES	ORDER OF REPLACEMENT
No. 52	277	1
No. 1	330	2
No. 40	359	3
No. 79	387	4

TABLE LX

SUGGESTED CHRONOLOGICAL ORDER OF REPLACEMENT OF INADEQUATE ELEMENTARY SCHOOLS FOR COLORED CHILDREN

Immediate replacement program

SCHOOL BUILDINGS	SCORES	ORDER OF REPLACEMENT
GROUP I		
No. 115	94	1
Mt. Washington	118	2
No. 118 Branch	148	3
No. 109	155	4
Canton	182	5
No. 116	196	6
Arlington	204	7
No. 107	239	8
GROUP II		
Mt. Winans	265	9
No. 109 Branch	271	10
No. 105	278	11
No. 110	338	12
No. 106	382	13

TABLE LXI

SCHOOL BUILDINGS WHERE THE TEMPORARY HOUSING PROBLEM MUST BE SOLVED BY NEW ADDITIONS OR THROUGH THE BUILDING OF NEW BUILDINGS, SHOWING TEMPORARY HOUSING OF JANUARY, 1921, UNPROVIDED FOR IN THE REPLACEMENT PROGRAM

Elementary and junior high schools for white children

NUMBER AND NAME OF SCHOOL	NUMBER OF CHILDREN ATTENDING SCHOOL					Number of children on half time	Number of children on short day time
	In portables	In rented annexes, as stores, churches, etc.	In annexes owned by the Board of Education	In corridors, auditoriums, teachers' rooms, etc.	In other temporary quarters		
2. Almeda						49	182
6. William Fell				43			
10. McHenry						90	
11. Stricker						36	
13. Tilghman		190				199	
16. Stevenson						33	
23. Wolfe				21		71	
34. Barrister Charles Carroll							169
37. Patrick Henry						49	48
51. Waverly School				39		159	
53. Brent				168			
55. Hampden	90	47		82		60	
58. Woodberry		141					
59. Louisa M. Alcott				20			
60. Druid						68	
62. Smallwood	45	33		19		86	
63. Walbrook	92			160		154	
67. Frederick	72			39			39
68. Betsy Ross	85			629		145	40
78. Robert Fulton	45						
80. Chevalier D'Animour	283						
81. Robert Morris				48			
84. Thomas Johnson				17			
86. Abraham Lincoln						291	
99. Columbus						211	
201. Arlington	96						
202. Athol Terrace						8	
203. Brooklyn							98
204. Canton No. 1					98	111	
208. Curtis Bay							108
211. Gardenville	96			16			
212. Garrett Heights	82		239			79	160
213. Govans				67			
218. Howard Park				65			
220. Morrell Park							72
223. Pimlico	392			90			
224. Roland Park				32			
227. St. Helena				30			
Total	1,378	411	239	1,585	98	1,899	916

TABLE LXI—Concluded

SCHOOL BUILDINGS WHERE THE TEMPORARY HOUSING PROBLEM MUST BE SOLVED BY NEW ADDITIONS OR THROUGH THE BUILDING OF NEW BUILDINGS, SHOWING TEMPORARY HOUSING OF JANUARY 1921, UNPROVIDED FOR IN THE REPLACEMENT PROGRAM

Elementary and junior high schools for colored children

NUMBER AND NAME OF SCHOOL	NUMBER OF CHILDREN ATTENDING SCHOOL					Number of children on half time	Number of children on short day time
	In portables	In rented annexes, as stores, churches, etc.	In annexes owned by the Board of Education	In corridors, auditoriums, teachers' rooms, etc.	In other temporary quarters		
100. Frederick Douglas	.....	.....	.....	.....	.....	498	.....
102	.....	.....	.....	.....	.....	98	.....
112. Robert Browne Elliott	159	724	.....	.....	.....	544	876
113. Benjamin Banneker	266	.....	.....	.....	.....	226	253
328. Brooklyn	.....	29	.....	.....	.....	.....	.....
330. Fairfield	.....	.....	.....	33	.....	.....	.....
331. Lauraville	.....	55	.....	.....	.....	.....	.....
333. Roland Park	149	.....	.....	.....	.....	40	.....
Total	574	808	.....	33	.....	1,406	1,129

TABLE LXII

SCHOOL BUILDINGS WHERE THE TEMPORARY HOUSING PROBLEM MUST BE SOLVED BY NEW ADDITIONS OR THROUGH THE BUILDING OF NEW BUILDINGS, SHOWING BY WARDS AND SCHOOLS TEMPORARY HOUSING OF JANUARY, 1921, UNPROVIDED FOR IN THE REPLACEMENT PROGRAM

Elementary and junior high schools for white children

Ward	NUMBER AND NAME OF SCHOOL	NUMBER OF CHILDREN ATTENDING SCHOOL					Number of children on half time	Number of children on short day time
		In portables	In rented annexes, as stores, churches, etc.	In annexes owned by the Board of Education	In corridors, auditoriums, teachers' rooms, etc.	In other temporary quarters		
2	6. William Fell				43			
	23. Wolfe				21		71	
3	2. Almeda						49	182
7	13. Tilghman		190				199	
8	37. Patrick Henry						49	48
	99. Columbus						211	
9	51. Waverly School				39		159	
	80. Chevalier D'Animour	283						
10	16. Stevenson						33	
12	53. Brent				168			
13	55. Hampden	90	47		82		60	
	58. Woodberry		141					
	60. Druid						68	
15	59. Louisa Alcott				20			
	62. Smallwood	45	33		19		86	
	63. Walbrook	92			160		154	
	81. Robert Morris				48			
16	11. Stricker						36	
	78. Robert Fulton	45						
18	10. McHenry						90	
20	67. Frederick	72			39			39
	68. Betsy Ross	85			629		145	40
	86. Abraham Lincoln						291	
21	34. Barrister Carroll							169
24	84. Thomas Johnson				17			
25	203. Brooklyn							98
	208. Curtis Bay							108
	220. Morrell Park							72
26	204. Canton No. 1					98	111	
	227. St. Helena				30			
27	211. Gardenville	96			16			
	212. Garrett Heights	82		239			79	160
	213. Govans				67			
	223. Pimlico	392			90			
	224. Roland Park				32			
28	201. Arlington	96						
	202. Athol Terrace						8	
	218. Howard Park				65			
	Grand total	1,378	411	239	1,585	98	1,899	916

TABLE LXII—Concluded

SCHOOL BUILDINGS WHERE THE TEMPORARY HOUSING PROBLEM MUST BE SOLVED BY NEW ADDITIONS OR THROUGH THE BUILDING OF NEW BUILDINGS, SHOWING BY WARDS AND SCHOOLS TEMPORARY HOUSING OF JANUARY, 1921, UNPROVIDED FOR IN THE REPLACEMENT PROGRAM

Colored schools

Ward	NUMBER AND NAME OF SCHOOL	NUMBER OF CHILDREN ATTENDING SCHOOL					Number of children on half time	Number of children on short day time
		In portables	In rented annexes, as stores, churches, etc.	In annexes owned by the Board of Education	In corridors, auditoriums, teachers' rooms, etc.	In other temporary quarters		
7	102						98	
12	113. Benj. Banneker	226					226	253
15	112. Robert Elliott	159	724				544	876
19	100. Frederick Douglas						498	
25	328. Brooklyn		29					
	330. Fairfield				33			
27	331. Lauraville		55					
	333. Roland Park	149					40	
	Grand total	574	808		33		1,406	1,129

APPENDIX

APPENDIX I

DETAILED SCORES ALLOTTED BY JUDGES ON THE SCHOOL BUILDINGS FOR WHITE CHILDREN, BALTIMORE, MD., NOVEMBER, 1920

NAMES OF BUILDINGS	Possible maximum number of points	No. 1 Edgar Allen Poe	No. 2 Almeda School	No. 3 William Patterson	No. 4 Henry Lee School	No. 5 Wells and McComas	No. 6 William Fell	No. 8 Stephen Decatur	No. 9 Alicia Crossland	No. 10 McHenry	No. 11 John Stricker	No. 12 Michael Warner	No. 13 Tench Tilghman	No. 14 Sidney Lanier	No. 15 Benjamin Franklin	No. 16 Henry Stevenson	No. 19 Samuel Chase	No. 20 Robert Eden
I. SITE	125	52	66	74	70	71	67	80	55	66	79	55	63	79	70	66	75	75
A. Location	55	30	30	42	35	43	34	40	31	41	50	30	37	40	40	31	42	40
B. Drainage	30	20	18	24	20	23	23	25	21	15	26	20	21	26	25	30	23	30
C. Size and form	40	2	18	8	15	5	10	15	3	10	3	5	5	13	5	5	10	5
II. BUILDING	165	54	129	65	90	76	132	82	42	106	86	59	62	88	67	71	58	53
A. Placement	25	22	20	16	15	16	20	20	15	24	18	22	8	22	18	21	20	20
B. Gross structure	60	20	50	26	38	25	48	29	15	40	33	21	26	34	28	25	20	16
C. Internal structure	80	12	59	23	37	35	64	33	12	42	35	16	28	32	21	25	18	17
III. SERVICE SYSTEMS	280	76	130	50	109	86	180	90	71	99	85	54	72	135	66	68	80	57
A. Heating and ventilation	70	23	36	15	28	20	53	34	6	23	19	16	19	45	12	10	15	15
B. Fire protection	65	12	30	2	20	6	33	12	8	17	7	3	10	17	8	5	11	8
C. Cleaning system	20	10	17	10	10	8	16	12	10	10	8	8	5	15	8	12	10	7
D. Artificial lighting	20	9	8	0	8	4	10	4	7	3	4	0	5	4	5	0	5	4
E. Electric service	15	4	2	2	6	4	6	3	5	8	8	4	3	5	5	7	7	7
F. Water supply	30	9	9	6	11	6	22	3	9	11	9	7	5	12	7	3	10	3
G. Toilet facilities	50	9	28	10	26	31	40	17	26	22	23	9	18	32	14	24	17	6
H. Mechanical service	10	0	0	5	0	7	0	5	0	5	7	7	7	5	7	7	5	7
IV. CLASSROOMS	290	113	200	119	168	126	240	163	93	202	175	90	138	172	109	140	115	73
A. Location and connections	35	10	35	20	20	15	34	25	10	32	25	20	18	30	10	20	15	10
B. Construction and finish	95	39	72	43	58	48	84	66	27	71	63	24	45	63	42	64	44	34
C. Illumination	85	39	50	32	50	40	70	45	23	53	57	28	36	44	22	30	35	15
D. Cloakrooms and wardrobes	25	5	15	0	10	2	20	0	12	15	4	0	15	5	15	3	1	0
E. Equipment	50	20	28	24	30	21	32	27	21	31	26	18	24	30	20	23	20	14
V. SPECIAL ROOMS	140	35	61	26	64	11	71	50	44	39	25	56	17	24	57	57	32	46
A. Large rooms for general use	65	15	16	0	14	1	26	10	10	18	8	12	4	4	10	5	2	5
B. Rooms for school officials	35	9	9	5	13	3	21	10	8	3	11	8	6	12	10	15	7	6
C. Other special service rooms	40	11	36	21	37	7	24	30	26	18	6	36	7	8	37	37	23	35
Total	1,000	330	586	334	501	370	690	465	305	512	450	314	352	498	369	402	360	304

APPENDIX I—Continued

DETAILED SCORES ALLOTTED BY JUDGES ON THE SCHOOL BUILDINGS FOR WHITE CHILDREN, BALTIMORE, MD., NOVEMBER, 1920

NAMES OF BUILDINGS	Possible maximum number of points	No. 21 Francis Nicholson	No. 22 George Washington	No. 23 Wolfe	No. 24 Canton	No. 25 Henry Fleet	No. 26 Leonard Calvert	No. 27 John Rogers	No. 28 Webster	No. 29 Horatio Sharpe	No. 30 Christopher Gist	No. 31 Henry Schroeder	No. 32 Guilford	No. 33 Armistead	No. 34 Barrister Charles Carroll	No. 35 Fort Covington	No. 37 Patrick Henry	No. 38 Chesapeake
I. SITE	125	73	95	57	74	78	72	82	57	66	75	74	70	75	85	70	76	68
A. Location	55	44	40	30	40	38	35	50	35	30	45	40	36	40	45	30	43	30
B. Drainage	30	25	25	22	24	25	27	22	17	21	20	24	21	20	20	18	25	24
C. Size and form	40	4	30	5	10	15	10	10	5	15	10	10	13	15	20	22	8	14
II. BUILDING	165	52	142	89	55	86	52	119	53	75	42	85	81	83	88	99	76	33
A. Placement	25	15	25	17	6	19	15	15	12	20	20	22	15	15	20	21	17	18
B. Gross structure	60	20	49	35	20	32	20	48	23	29	23	31	32	31	28	36	32	10
C. Internal structure	80	17	68	37	29	35	17	56	18	26	9	32	34	37	40	42	27	5
III. SERVICE SYSTEMS	280	104	197	80	39	61	65	150	69	85	83	66	79	82	60	67	96	30
A. Heating and ventilation	70	22	49	19	6	21	15	47	8	19	23	12	19	19	15	14	23	4
B. Fire protection	65	12	55	5	2	7	5	24	6	7	6	5	9	9	4	12	12	2
C. Cleaning system	20	9	16	9	5	9	5	13	9	9	10	10	10	9	9	10	8	5
D. Artificial lighting	20	4	18	8	4	2	4	10	3	8	9	4	4	4	4	4	4	0
E. Electric service	15	6	6	2	3	2	4	9	4	5	5	4	4	5	4	4	5	2
F. Water supply	30	12	17	10	2	3	5	12	12	12	11	7	9	11	3	6	11	4
G. Toilet facilities	50	32	36	22	10	10	20	35	22	20	14	17	19	20	14	12	26	6
H. Mechanical service	10	7	0	5	7	7	7	0	5	5	5	7	5	5	7	5	7	7
IV. CLASSROOMS	290	105	237	143	121	170	124	232	102	143	82	136	164	156	16[illegible]	177	143	72
A. Location and connections	35	3	35	22	20	25	8	30	6	19	3	25	18	20	30	27	20	5
B. Construction and finish	95	34	75	54	43	63	45	78	39	47	29	43	6	52	52	58	54	41
C. Illumination	85	37	67	38	34	48	41	65	37	45	23	29	49	46	46	52	40	20
D. Cloakrooms and wardrobes	25	2	22	0	8	10	5	22	0	10	1	15	10	15	15	15	4	0
E. Equipment	50	29	38	29	16	24	25	37	20	22	26	24	25	23	26	25	25	6
V SPECIAL ROOMS	140	17	85	44	28	64	16	46	67	48	5	28	32	39	50	39	11	21
A. Large rooms for general use	65	5	28	11	0	23	5	17	33	12	0	7	9	10	5	12	0	0
B. Rooms for school officials	35	3	22	11	7	9	5	19	7	15	4	4	15	14	8	6	4	1
C. Other special service rooms	40	9	35	22	21	32	6	10	27	21	1	17	8	15	37	21	7	20
Total	1,000	351	756	413	317	459	329	629	348	417	287	389	426	435	452	452	402	224

APPENDIX I—Continued

DETAILED SCORES ALLOTTED BY JUDGES ON THE SCHOOL BUILDINGS FOR WHITE CHILDREN, BALTIMORE, MD., NOVEMBER, 1920

NAMES OF BUILDINGS	Possible maximum number of points	No. 39 James Calhoun	No. 40 Florence Nightingale	No. 42 Paul Jones	No. 43 Dolly Madison	No. 45 Otho Holland Williams	No. 47 Hampstead Hill (new annex)	No. 47 Hampstead Hill (original building)	No. 48 James Monroe	No. 49 Robert E. Lee	No. 50 Clifton School	No. 50 Branch	No. 51 Waverly School	No. 52 William Rinehart (Jr. H. S.)	No. 53 Margaret Brent	No. 54 George Peabody	No. 55 Hampden School
I. SITE	125	84	74	82	52	55	81	80	73	78	71	20	91	34	89	86	73
A Location	55	50	40	42	32	30	46	49	45	38	38	13	46	13	43	44	40
B. Drainage	30	26	24	25	15	15	25	21	18	25	18	4	25	16	26	22	18
C. Size and form	40	8	10	15	5	10	10	10	10	15	15	3	20	5	20	20	15
II. BUILDING	165	72	60	83	53	77	140	104	58	107	112	20	116	77	101	87	99
A. Placement	25	18	12	20	18	16	24	14	19	20	13	8	10	18	20	21	14
B. Gross structure	60	28	26	30	24	30	56	44	20	44	43	8	46	38	38	33	37
C. Internal structure	80	26	22	33	11	31	60	46	19	43	56	4	60	21	43	33	48
III. SERVICE SYSTEMS	280	81	65	84	33	90	173	104	66	86	108	11	155	64	105	108	107
A. Heating and ventilation	70	22	19	21	5	17	46	37	15	12	19	0	46	15	43	22	40
B. Fire protection	65	5	5	13	0	11	31	21	7	16	15	2	27	6	11	12	9
C. Cleaning system	20	8	10	12	9	10	19	12	10	12	10	1	14	6	8	10	10
D. Artificial lighting	20	4	7	5	3	5	11	4	3	4	13	0	9	2	8	13	6
E. Electric service	15	4	2	2	2	4	4	5	4	5	4	0	5	5	4	6	5
F. Water supply	30	11	3	4	1	13	20	15	9	9	14	1	18	11	8	11	6
G. Toilet facilities	50	20	12	22	8	25	42	10	13	28	28	2	36	14	23	29	26
H. Mechanical service	10	7	7	5	5	5	0	0	5	0	5	5	0	5	0	5	5
IV. CLASSROOMS	290	174	137	126	85	162	233	197	131	139	183	33	230	91	197	181	188
A. Location and connections	35	20	15	25	5	19	35	30	25	20	30	1	30	8	22	25	25
B. Construction and finish	95	60	45	48	27	56	74	73	33	40	64	9	77	32	75	60	61
C. Illumination	85	52	40	32	37	57	72	46	46	47	48	7	65	23	51	53	56
D. Cloakrooms and wardrobes	25	5	5	2	0	8	20	12	10	1	12	3	21	0	18	8	16
E. Equipment	50	37	32	19	16	22	32	36	17	31	29	13	37	28	31	35	30
V. SPECIAL ROOMS	140	40	23	25	41	17	54	46	23	21	43	0	57	11	43	25	21
A. Large rooms for general use	65	12	1	0	0	4	14	13	5	12	25	0	21	5	9	7	4
B. Rooms for school officials	35	12	3	8	5	5	13	10	5	8	11	0	10	0	12	12	9
C. Other special service rooms	40	16	19	17	36	8	27	23	13	1	7	0	26	6	22	6	8
Total	1,000	451	359	400	264	401	681	531	351	431	517	84	649	277	535	487	488

APPENDIX I—Continued

DETAILED SCORES ALLOTTED BY JUDGES ON THE SCHOOL BUILDINGS FOR WHITE CHILDREN, BALTIMORE, MD., NOVEMBER, 1920

NAMES OF BUILDINGS	Possible maximum number of points	No. 57 Horace Abbott	No. 58 Woodberry School	No. 59 Louisa M. Alcott	No. 60 Druid School	No. 61 John Eager Howard	No. 62 Smallwood School	No. 63 Walbrook School	No. 64 Liberty School	No. 64 (branch) Pennhurst School	No. 65 Alexander Hamilton	No. 66 Westover School	No. 67 Frederick School	No. 68 Betsy Ross	No. 70 Federal School	No. 72 Martha Washington	No. 73 William Pinkney	No. 74 Oliver Cromwell
I. SITE	125	28	60	82	74	82	85	88	86	104	79	75	88	86	93	78	74	77
A. Location	55	15	32	39	45	48	45	55	50	45	42	45	50	44	42	35	40	42
B. Drainage	30	8	18	18	22	22	28	28	26	24	25	20	28	27	23	23	24	23
C. Size and form	40	5	10	25	7	12	12	5	10	35	12	10	10	15	28	20	10	12
II. BUILDING	165	58	68	127	105	117	109	107	123	67	55	46	71	76	141	73	59	98
A. Placement	25	11	16	16	17	21	21	20	21	17	11	12	19	15	22	18	12	16
B. Gross structure	60	14	24	47	42	39	48	36	50	13	24	26	27	31	48	32	29	32
C. Incernal structure	80	33	28	64	46	57	40	51	52	37	20	8	25	30	71	23	18	50
III. SERVICE SYSTEMS	280	53	71	159	120	93	95	122	122	61	74	45	75	52	175	65	59	105
A. Heating and ventilation	70	4	15	52	35	16	34	32	37	4	15	11	9	18	50	15	18	44
B. Fire protection	65	22	11	27	16	9	15	25	16	16	9	8	30	7	40	2	10	9
C. Cleaning system	20	6	6	17	15	15	10	9	13	12	9	7	8	6	16	12	11	11
D. Artificial lighting	20	2	13	10	4	5	4	7	5	0	5	0	4	0	15	4	2	7
E. Electric service	15	2	5	6	7	6	7	8	6	5	5	6	5	3	7	5	2	3
F. Water supply	30	3	8	15	10	10	10	11	12	10	8	2	5	4	17	8	2	11
G. Toilet facilities	50	4	8	32	26	32	15	23	28	4	16	4	7	9	30	12	9	20
H. Mechanical service	10	10	5	0	7	0	0	7	5	10	7	7	7	5	0	7	5	0
IV. CLASSROOMS	290	63	167	245	223	224	196	176	213	130	109	109	171	165	239	116	112	189
A. Location and connections	35	3	20	33	30	30	28	10	31	10	10	5	30	20	33	20	15	30
B. Construction and finish	95	26	65	80	71	77	66	70	71	41	36	34	50	55	76	27	42	66
C. Illumination	85	19	47	73	70	67	46	49	59	49	35	48	55	49	73	50	37	43
D. Cloakrooms and wardrobes	25	2	10	20	18	12	17	17	20	5	5	4	10	15	20	0	0	20
E. Equipment	50	13	25	39	34	38	39	30	32	25	23	18	26	26	37	19	18	30
V. SPECIAL ROOMS	140	16	26	54	34	31	41	43	41	12	16	21	31	30	59	36	50	57
A. Large rooms for general use	65	5	7	21	7	5	11	6	7	5	5	0	10	5	20	5	5	9
B. Rooms for school officials	35	1	6	15	7	17	14	10	11	0	3	5	1	7	18	10	8	14
C. Other special service rooms	40	10	13	18	20	9	16	27	23	7	8	16	20	18	21	21	37	34
Total	1,000	218	392	667	556	547	526	536	585	374	333	296	436	409	707	368	354	526

APPENDIX I—Continued

DETAILED SCORES ALLOTTED BY JUDGES ON THE SCHOOL BUILDINGS FOR WHITE CHILDREN, BALTIMORE, MD., NOVEMBER, 1920

NAMES OF BUILDINGS	Possible maximum number of points	No. 75 Carrollton	No. 76 Francis Scott Key	No. 77 Samuel Smith	No. 78 Robert Fulton	No. 79 Lafayette	No. 80 Chevalier D'Animour	No. 81 Robert Morris	No. 83 William Paca	No. 84 Thomas Johnson	No. 85 Ft. Worthington	No. 86 Abraham Lincoln	No. 92 Oliver H. Perry	No. 93 Charles Carroll of Carrollton	No. 94 Winfield Scott Schley	No. 95 Lexington	No. 96 Nathaniel Ramsay	No. 97 Baron von Steuben	No. 98 Samuel F. B. Morse	No. 99 Columbus School
I. SITE	125	65	37	55	85	71	59	79	101	92	92	86	77	66	62	58	74	65	99	72
A. Location	55	35	20	25	40	44	32	50	51	44	45	45	44	35	35	30	45	35	45	45
B. Drainage	30	25	14	20	25	22	17	25	25	23	27	26	21	23	20	23	23	28	24	22
C. Size and form	40	5	3	10	20	5	10	4	25	25	20	15	12	8	7	5	6	2	30	5
II. BUILDING	165	62	21	36	78	65	50	64	132	98	132	126	61	58	58	61	111	35	136	77
A. Placement	25	15	3	13	22	20	14	17	24	18	20	25	14	9	14	13	20	12	25	18
B. Gross structure	60	29	10	15	26	23	20	24	45	34	45	49	25	26	20	26	43	13	45	20
C. Internal structure	80	18	8	8	30	22	16	23	63	46	67	52	22	23	24	22	48	10	66	30
III. SERVICE SYSTEMS	280	58	45	44	72	76	68	72	169	112	124	156	67	46	76	59	82	29	126	69
A. Heating and ventilation	70	13	4	8	10	19	15	20	48	43	52	39	16	12	16	5	22	3	50	18
B. Fire protection	65	3	3	7	9	6	10	9	34	10	23	38	4	5	6	5	8	3	20	11
C. Cleaning system	20	9	8	4	8	9	10	9	11	10	10	13	8	9	8	9	10	9	12	8
D. Artificial lighting	20	4	7	4	6	6	6	4	11	8	4	14	5	0	7	9	0	1	4	6
E. Electric service	15	5	2	3	5	9	5	5	9	6	5	9	4	2	4	4	4	2	2	9
F. Water supply	30	4	5	1	6	7	7	7	20	13	8	13	6	2	8	8	8	2	9	7
G. Toilet facilities	50	13	11	17	21	15	10	18	36	22	22	27	19	11	20	12	26	9	29	10
H. Mechanical service	10	7	5	0	7	5	5	0	0	0	0	3	5	5	7	7	4	0	0	0
IV. CLASSROOMS	290	107	63	86	153	155	115	135	229	190	234	229	124	81	115	90	189	79	240	103
A. Location and connections	35	10	5	5	25	22	12	11	33	28	30	30	15	6	15	15	30	2	30	10
B. Construction and finish	95	34	21	32	48	54	44	58	73	61	74	73	48	48	41	35	63	24	81	36
C. Illumination	85	32	20	30	50	46	33	30	71	56	63	69	35	17	34	21	45	37	75	29
D. Cloakrooms and wardrobes	25	10	2	0	5	7	4	8	17	10	22	20	6	1	5	10	15	5	18	10
E. Equipment	50	21	15	19	25	26	22	28	35	35	45	37	20	9	20	9	36	11	36	18
V. SPECIAL ROOMS	140	36	23	5	20	20	26	27	67	43	39	75	43	19	13	21	60	61	55	56
A. Large rooms for general use	65	6	4	0	0	0	7	7	26	16	13	36	13	0	0	5	10	20	2	7
B. Rooms for school officials	35	9	3	0	11	7	4	4	22	17	18	15	13	4	7	3	13	6	15	13
C. Other special service rooms	40	21	16	5	9	13	15	16	19	10	8	24	17	15	6	13	37	35	38	36
Total	1,000	328	189	226	408	387	318	377	698	535	621	672	2	270	324	289	516	269	656	377

APPENDIX I—Continued

DETAILED SCORES ALLOTTED BY JUDGES ON THE SCHOOL BUILDINGS FOR WHITE CHILDREN, ANNEX SCHOOLS, BALTIMORE, MD., NOVEMBER, 1920

NAMES OF BUILDINGS	Possible maximum number of points	Arlington	Athol Terrace	Brooklyn	Canton No. 1	Canton No. 5	Curtis Bay	Evergreen	Fairfield	Gardenville	Garrett Heights	Govans	Guilford	Highlandtown
I. SITE	125	78	80	72	51	41	57	70	40	57	75	85	108	54
A. Location	55	40	47	35	24	22	35	40	20	25	30	40	52	30
B. Drainage	30	18	23	22	12	12	17	20	10	17	25	15	26	17
C. Size and form	40	20	10	15	15	7	5	10	10	15	20	30	30	7
II. BUILDING	165	82	79	89	32	49	88	56	60	92	75	104	149	87
A. Placement	25	13	19	20	15	12	20	15	11	20	20	18	22	15
B. Gross structure	60	36	30	38	12	17	35	15	30	33	32	36	57	32
C. Internal structure	80	33	30	31	5	20	33	26	19	39	23	50	70	40
III. SERVICE SYSTEMS	280	116	89	74	31	46	74	71	41	76	82	75	168	101
A. Heating and ventilation	70	34	15	27	13	16	26	15	10	12	18	18	52	28
B. Fire protection	65	14	33	8	3	4	8	9	8	18	13	8	24	18
C. Cleaning system	20	12	8	10	3	10	7	9	6	9	11	11	14	11
D. Artificial lighting	20	4	0	5	4	0	7	10	0	7	8	7	15	6
E. Electric service	15	4	5	8	1	4	2	3	5	6	6	8	5	4
F. Water supply	30	13	5	4	2	1	7	10	2	9	8	10	14	6
G. Toilet facilities	50	30	13	5	2	8	12	8	10	10	13	7	39	22
H. Mechanical service	10	5	10	7	3	3	5	7	0	5	5	6	5	6
IV. CLASSROOMS	290	171	167	154	47	94	167	128	76	170	139	203	242	166
A. Location and connections	35	15	35	20	10	12	20	20	10	15	10	25	35	26
B. Construction and finish	95	61	58	50	17	34	60	44	26	65	54	65	74	58
C. Illumination	85	57	42	55	12	36	55	35	23	62	40	62	78	49
D. Cloakrooms and wardrobes	25	10	10	12	0	0	10	10	5	10	10	20	20	14
E. Equipment	50	28	22	17	8	12	22	19	12	18	25	31	35	19
V. SPECIAL ROOMS	140	35	37	54	9	5	51	29	0	55	45	62	100	39
A. Large rooms for special use	65	8	20	13	3	0	10	6	0	5	7	17	45	8
B. Rooms for school officials	35	9	1	13	2	0	13	7	0	18	10	13	15	19
C. Other special service rooms	40	18	16	28	4	5	28	16	0	32	28	32	40	12
Total	1,000	482	452	443	170	235	437	354	217	450	416	529	767	447

APPENDIX I—Continued

DETAILED SCORES ALLOTTED BY JUDGES ON THE SCHOOL BUILDINGS FOR WHITE CHILDREN—ANNEX SCHOOLS, BALTIMORE, MD., NOVEMBER, 1920

NAMES OF BUILDINGS	Possible maximum number of points	Mt. Washington	Orangeville	Pimlico	Roland Park	Westport	Violetville	St. Helena	Sixteenth Street, Highlandtown	Bank Street, Highlandtown	Hawkins Point	Hillsdale	Howard Park	Masonville	Morrell
I SITE	125	102	30	105	90	66	58	85	55	40	65	96	103	43	55
A. Location	55	45	18	46	45	30	30	35	30	24	25	46	46	18	34
B. Drainage	30	22	7	24	25	15	13	25	15	11	20	20	23	15	11
C. Size and form	40	35	5	35	20	21	15	25	10	5	20	30	34	10	10
II. BUILDING	165	114	25	130	113	34	66	106	45	48	35	115	115	40	97
A. Placement	25	18	6	18	20	14	15	20	10	12	15	20	20	15	17
B. Gross structure	60	48	10	47	46	12	26	46	25	19	10	41	42	15	39
C. Internal structure	80	48	9	65	47	8	25	40	10	17	10	54	53	10	41
III. SERVICE SYSTEMS	280	156	26	152	100	66	82	110	47	44	38	99	127	36	103
A. Heating and ventilation	70	35	8	38	20	15	23	25	12	8	10	14	39	10	30
B. Fire protection	65	29	2	40	13	7	16	10	3	8	10	49	15	10	28
C. Cleaning system	20	13	5	12	8	9	9	10	8	9	5	9	13	6	12
D. Artificial lighting	20	11	0	7	14	8	4	9	0	0	0	0	9	0	9
E. Electric service	15	5	2	4	6	4	4	9	0	4	3	3	8	0	4
F. Water supply	30	16	2	15	10	1	5	10	7	1	5	12	13	0	7
G. Toilet facilities	50	42	0	31	24	12	11	30	17	14	5	2	25	10	8
H. Mechanical service	10	5	7	5	5	10	10	7	0	0	0	10	5	0	5
IV. CLASSROOMS	290	209	69	218	206	128	146	225	156	99	60	221	206	55	186
A. Location and connections	35	30	10	30	25	12	10	30	10	14	5	30	25	10	25
B. Construction and finish	95	73	26	69	66	46	46	64	53	38	20	71	69	15	62
C. Illumination	85	63	20	69	67	43	60	83	77	27	20	73	62	20	58
D. Cloakrooms and wardrobes	25	12	4	15	15	2	7	20	0	1	5	20	18	0	15
E. Equipment	50	31	9	35	33	25	23	28	16	19	10	27	32	10	26
V. SPECIAL ROOMS	140	41	9	55	53	5	13	32	5	13	0	41	37	0	38
A. Large rooms for special use	65	8	1	11	11	0	2	13	5	0	0	31	8	0	10
B. Rooms for school officials	35	14	3	16	6	0	4	9	0	8	0	0	6	0	4
C. Other special service rooms	40	19	5	28	36	5	7	10	0	5	0	10	23	0	24
Total	1,000	622	159	660	562	299	365	558	308	244	198	572	588	174	479

APPENDIX I—Continued

DETAILED SCORES ALLOTTED BY JUDGES ON THE HIGH SCHOOL BUILDINGS FOR WHITE CHILDREN, BALTIMORE, MD., NOVEMBER, 1920

NAMES OF BUILDINGS	Possible maximum number of points	Carroll Vocational	City College	Polytechnic	Eastern High	Western High
I. SITE	125	59	75	56	107	48
A. Location	55	31	36	40	47	30
B. Drainage	30	22	29	11	25	15
C. Size anf form	40	6	10	5	35	3
II. BUILDING	165	48	114	91	143	92
A. Placement	25	16	20	15	20	15
B. Gross structure	60	21	38	34	52	34
C Internal structure	80	11	56	42	71	43
III. SERVICE SYSTEMS	280	69	116	171	204	143
A. Heating and ventilation	70	9	24	42	56	33
B. Fire protection	65	7	14	25	30	19
C. Cleaning system	20	5	10	12	15	15
D. Artificial lighting	20	13	15	14	16	14
E. Electric servlce	15	2	12	15	13	12
F. Water supply	30	10	16	21	25	16
G. Toilet facilities	50	22	22	42	49	34
H. Mechanical service	10	1	3	0	0	0
IV. CLASSROOMS	290	69	179	154	232	147
A. Location and connections	35	4	30	12	35	10
B. Construction and finish	95	17	63	58	81	54
C. Illumination	85	31	38	53	52	48
D. Cloakrooms and wardrobes	25	4	15	10	20	7
E. Equipment	50	13	33	21	44	28
V. SPECIAL ROOMS	140	44	66	56	105	84
A. Large rooms for general use	65	20	38	8	44	38
B. Rooms for school officials	35	5	9	17	24	15
C. Other special service rooms	40	19	19	31	37	31
Total	1,000	289	550	528	791	514

APPENDIX I—Continued

DETAILED SCORES ALLOTTED BY JUDGES ON THE SCHOOL BUILDINGS FOR COLORED CHILDREN, BALTIMORE, MD., NOVEMBER, 1920

NAMES OF BUILDINGS	Possible maximum number of points	No. 100 Frederick Douglas	No. 101 Paul Lawrence Dunbar	No. 102	No. 103	No. 105	No. 106 Booker T. Washington	No. 107	No. 108	No. 109	No. 106 (branch) Booker T. Washington	No. 109 (branch)	No. 110	No. 112 Robert Browne Elliott	No. 113 Benjamin Banneker
I. SITE	125	93	79	70	80	66	62	48	55	32	70	47	80	78	60
A. Location	55	45	48	43	50	39	31	23	20	12	31	30	32	50	32
B. Drainage	30	28	22	22	25	19	21	20	20	15	19	12	23	23	18
C. Size and form	40	20	9	5	5	8	10	5	15	5	20	5	25	5	10
II. BUILDING	165	111	138	75	58	55	82	45	59	31	59	42	64	94	81
A. Placement	25	21	20	13	15	16	23	20	17	12	13	15	13	22	14
B. Gross structure	60	45	48	28	24	24	31	16	30	11	24	15	26	40	31
C. Internal structure	80	45	70	34	19	15	28	9	12	8	22	12	25	32	36
III. SERVICE SYSTEMS	280	110	150	85	49	39	74	41	52	34	73	62	50	96	75
A. Heating and ventilation	70	50	52	22	8	4	18	4	4	4	13	10	9	28	17
B. Fire protection	65	16	28	9	1	3	8	2	8	3	11	2	4	8	12
C. Cleaning system	20	10	17	9	9	9	10	9	12	5	8	10	10	9	10
D. Artificial lighting	20	5	11	8	4	5	9	4	4	4	7	6	2	10	8
E. Electric service	15	6	6	5	4	2	4	5	5	3	3	6	4	6	5
F. Water supply	30	5	8	4	5	2	11	3	2	2	7	7	4	12	4
G. Toilet facilities	50	18	28	21	11	9	14	7	10	6	19	11	10	20	14
H. Mechanical service	10	0	0	7	7	5	0	7	7	7	5	10	7	3	5
IV. CLASSROOMS	290	186	242	124	118	100	138	65	150	35	121	104	118	169	151
A. Location and connections	35	30	30	16	25	5	20	2	5	3	14	20	25	8	24
B. Construction and finish	95	63	75	45	43	41	52	24	52	17	46	27	43	62	42
C. Illumination	85	47	76	35	32	38	36	25	58	10	42	35	30	68	50
D. Cloakrooms and wardrobes	25	15	20	5	0	0	11	2	5	0	2	5	0	12	15
E. Equipment	50	31	41	23	18	16	19	12	30	5	17	17	20	19	20
SPECIAL ROOMS	140	53	56	22	29	18	47	40	45	23	59	16	26	36	44
A. Large rooms for general use	65	23	11	3	6	2	11	5	19	5	10	3	5	5	5
B. Rooms for school officials	35	12	18	11	8	0	13	0	4	2	13	6	5	8	17
C. Other special rooms	40	18	27	7	15	16	23	35	22	16	36	7	16	23	22
Total	1,000	553	665	376	334	278	403	239	361	155	382	271	338	473	441

APPENDIX I—Concluded

DETAILED SCORES ALLOTTED BY JUDGES ON THE SCHOOL BUILDINGS FOR COLORED CHILDREN, BALTIMORE, MD., NOVEMBER, 1920

NAMES OF BUILDINGS	Possible maximum number of points	No. 115	No. 116	No. 118	No. 118 (B)	Arlington	Brooklyn	Canton	Fairfield	Lauraville	Morrell or Mt. Winans	Roland Park	Mt. Washington	Govans	Colored High
I. SITE	125	14	48	70	72	44	60	36	60	57	64	42	24	41	55
A. Location	55	8	23	45	22	28	35	20	35	30	31	25	16	30	30
B. Drainage	30	4	20	20	20	13	20	10	15	22	18	12	5	10	20
C. Size and form	40	2	5	5	30	3	5	6	10	5	15	5	3	1	5
II. BUILDING	165	13	40	53	10	32	22	33	46	40	78	36	20	25	66
A. Placement	25	3	15	13	10	10	12	12	15	15	17	16	7	15	15
B. Gross structure	60	9	16	20	0	12	5	17	21	15	22	12	11	5	23
C. Internal structure	80	1	9	20	0	10	5	4	10	10	39	8	2	5	28
III. SERVICE SYSTEMS	280	17	36	58	14	48	25	24	43	25	27	39	22	30	60
A. Heating and ventilation	70	1	4	10	0	12	5	10	13	10	5	10	8	10	10
B. Fire protection	65	2	2	4	0	2	10	0	10	5	5	5	4	0	5
C. Cleaning system	20	5	5	8	4	5	5	5	8	5	6	10	5	5	9
D. Artificial lighting	20	0	4	0	0	4	0	0	0	0	0	0	3	0	4
E. Electric service	15	4	5	4	0	2	0	0	0	0	1	4	2	0	5
F. Water supply	30	1	3	4	0	5	0	1	2	0	1	0	0	5	6
G. Toilet facilities	50	2	6	21	0	18	5	8	10	5	4	0	0	10	14
H. Mechanical service	10	2	7	7	10	0	0	0	0	0	5	10	0	0	7
IV. CLASSROOMS	290	29	51	83	52	71	47	84	157	70	91	39	47	40	104
A. Location and connections	35	2	1	5	0	10	10	0	15	5	5	0	3	5	10
B. Construction and finish	95	10	23	31	16	23	15	44	52	20	37	15	27	10	39
C. Illumination	85	6	15	25	16	22	17	31	70	20	35	17	9	15	33
D. Cloakrooms and wardrobes	25	1	0	3	0	0	0	0	4	5	0	0	2	5	5
E. Equipment	50	10	12	19	20	16	5	9	16	20	14	7	6	6	17
V. SPECIAL ROOMS	140	21	21	43	0	9	0	5	0	0	5	15	5	0	24
A. Large rooms for general use	65	5	5	5	0	0	0	0	0	0	0	0	0	0	12
B. Rooms for school officials	35	0	1	2	0	4	0	0	0	0	0	0	0	0	6
C. Other special rooms	40	16	15	36	0	5	0	5	0	0	5	15	5	0	6
Total	1,000	94	196	307	148	204	154	182	306	192	265	171	118	136	309

APPENDIX II

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 1

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
1	1	1,795	1,930	135	.....
2	2	1,915	1,784	.....	131
3	3	1,075	1,130	55	.....
4	4+11	616	1,207	591	.....
5	5	2,453	2,847	394	.....
6	6	2,161	2,223	62	.....
7	P. 8+P. 7†	1,567	3,948	2,381	.....
8	P. 8	742	4,427	3,685	.....
9	P. 8	560	3,320	2,760	.....
10	9	2,488	2,801	313	.....
11	10	2,463	2,842	379	.....
12	12	1,268	1,513	245	.....
13	13	1,166	1,435	269	.....
14	14	1,663	1,850	187	.....
Total.....	.....	21,932*	33,257	11,456	131

Ward 2

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
15	15	1,457	1,536	79	.....
16	16	1,092	1,174	82	.....
17	17+P. 406	4,051	2,189	.....	1,862
18	P. 406	687	1,077	390	.....
19	18	2,232	2,276	44	.....
20	P. 19	1,621	1,193	.....	428
21	P. 19	1,812	1,392	.....	420
22	20	1,493	1,684	191	.....
23	21	1,289	1,294	5	.....
24	22	1,742	2,014	272	.....
25	23	1,719	1,842	123	.....
26	24	1,523	1,702	179	.....
27	25	1,702	1,450	.....	252
Total.....	.....	22,420*	20,823	1,365	2,962

† P. = part.

* Where institutions and their inmates are involved and where divisions in enumeration districts have been made for purposes of comparisons, differences will be found between these totals and the U. S. figures

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 3

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
28	26	1,884	2,637	753	.....
29	27	374	241	.....	133
30	28	1,812	1,297	.....	515
31	29	1,486	2,089	603	.....
32	30	2,672	1,877	.....	795
33	P. 31	2,174	941	.....	1,233
34	P. 31	3,262	1,400	.....	1,862
35	32	2,170	1,792	.....	378
36	33	2,642	2,678	36	.....
37	34	2,714	2,258	.....	456
38	35	2,294	2,060	.....	234
Total.....	.....	23,484*	19,270	1,392	5,606

Ward 4.

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
39	36	374	295	.....	79
40	37	711	497	.....	214
41	38	2,106	1,876	.....	230
42	39	2,425	3,018	593	.....
43	40	1,357	745	.....	612
44	41	1,263	1,435	172	.....
45	42	1,430	1,419	.....	11
46	43	1,826	2,031	205	.....
47	44	950	790	.....	160
48	45	436	333	.....	103
49	46	2,441	1,819	.....	622
50	47	364	197	.....	167
51	48	1,151	532	.....	619
Total.....	.....	16,834	14,987	970	2,817

* Where institutions and their inmates are involved and where divisions in enumeration districts have been made for purposes of comparisons, differences will be found between these totals and the U. S. figures.

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 5

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
52	49	2,563	2,346	.....	217
53	50	1,928	1,602	.....	326
54	51	2,201	1,875	.....	326
55	52	2,459	2,313	.....	146
56	53	1,522	1,396	.....	126
57	54	1,562	1,398	.....	164
58	55	1,799	1,543	.....	256
59	56	2,277	2,074	.....	203
60	57	1,754	1,437	.....	317
61	58	1,214	1,163	.....	51
62	59	966	457	.....	509
Total.....	.....	20,245*	17,604	.....	2,641

Ward 6

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
63	60	2,409	2,403	.....	6
64	61	1,773	2,016	243	.....
65	62	1,739	1,824	85	.....
66	63	1,081	1,160	79	.....
67	64	1,474	1,637	163	.....
68	65	1,344	1,345	1	.....
69	66	1,459	1,485	26	.....
70	67+P. 7	1,513	2,666	1,153	.....
71	68	1,627	2,702	1,075	.....
72	69	1,860	2,539	679	.....
73	70	1,896	1,839	.....	57
74	71	1,476	1,431	.....	45
75	72	1,564	1,560	.....	4
76	73	1,400	1,544	144	.....
77	74	1,362	1,377	15	.....
78	75	1,650	1,851	201	.....
79	76	1,708	1,698	.....	10
Total.....	.....	27,335*	31,077	3,864	122

* Where institutions and their inmates are involved and where divisions in enumeration districts have been made for purposes of comparisons, differences will be found between these totals and the U. S. figures.

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 7

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
80	77	1,766	1,772	6	
81	78	2,224	2,126		98
82	79	356	379	23	
83	80	1,669	1,745	76	
84	81	1,474	1,424		50
85	82	1,400	1,292		108
86	83	1,237	1,327	90	
87	84	1,589	1,500		89
88	85	1,670	1,558		112
89	86	1,791	1,706		85
90	87	1,190	1,122		68
91	88	2,176	2,001		175
92	89	2,468	2,567	189	
93	P. 90	1,909	3,325	1,416	
94	P. 90	1,700	2,891	1,191	
95	91	1,273	1,209		64
96	92+P. 68	684	5,094	4,410	
Total		26,576*	33,038	7,401	849

Ward 8

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
97	93	1,339	1,369	30	
98	94	1,354	1,361	7	
99	95	1,088	1,151	63	
100	96	931	890		41
101	97	1,140	1,121		19
102	98	1,214	1,244	30	
103	99	1,099	1,094		5
104	100	931	798		133
105	101	1,486	1,583	97	
106	102	1,358	1,483	125	
107	103	1,531	1,710	179	
108	104	1,939	2,928	989	
109	105	2,178	2,350	172	
110	106+P. 107+P. 92	143	210	67	
111	P. 107	926	952	26	
112	108	1,877	2,062	185	
113	109	1,250	1,180		70
114	110	2,088	2,130	42	
115	111	1,760	1,719		41
116	112	1,036	1,023		13
117	113	1,013	997		16
118	114	1,195	1,157		38
119	115	2,892	6,055	3,163	
120	116	493	725	232	
Total		32,161	37,292	5,507	376

* Where institutions and their inmates are involved and where divisions in enumeration districts have been made for purposes of comparisons, differences will be found between these totals and the U. S. figures

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 9

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
121	117	844	907	63	
122	118	1,657	1,636		21
123	119	1,273	1,269		4
124	120	1,313	1,214		99
125	121	931	951	20	
126	122	1,080	1,162	82	
127	123	1,022	1,059	37	
128	124	610	606		4
129	125	1,527	1,723	196	
130	126	1,580	1,614	34	
131	127	1,472	2,680	1,208	
132	128	221	73		148
133	129	265	425	160	
134	130	1,055	2,876	1,821	
135	131	529	384		145
136	132	1,471	1,525	54	
137	133	1,033	1,171	138	
138	134	1,491	1,854	363	
139	P. 135	277	2,742	2,465	
140	P. 136+136	1,392	1,953	561	
141	137	1,378	2,108	730	
142	138	204	543	339	
143	139	111	612	501	
Total		22,736*	31,087	8,772	421

Ward 10

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
144	140	912	528		384
145	141‡	‡	1,081‡		
146	142§	§	492§		
147	143	1,648	1,414		234
148	144	1,084	940		144
149	145	1,704	1,665		39
150	146	1,476	1,473		3
151	147	1,116	1,194	78	
152	148	1,546	1,563	17	
153	149	983	983		
154	150	877	831		46
155	151	860	1,005	145	
156	152	1,746	1,768	22	
157	153	992	942		50
158	154	868	816		52
159	155	305	217		88
160	156	1,637	1,577		60
161	P. 157	1,743	1,639		104
162	P. 151+158	774	613		161
Total		20,271*	19,168*	262	1,365

* Where institutions and their inmates are involved and where divisions in enumeration districts have been made for purposes of comparisons, differences will be found between these totals and the U. S. figures.
‡ Penitentiary.
§ Jail.

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 11

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
163	159	1,729	1,846	117	
164	160	1,358	1,682	324	
165	161	1,595	1,905	310	
166	162	1,281	1,309	28	
167	163	1,572	1,584	12	
168	164	1,933	1,784		149
169	165	1,696	1,921	225	
170	166	1,286	1,575	289	
171	167	1,391	1,347		44
172	168	1,178	1,177		1
173	170	882	976	94	
174	171	1,034	1,019		15
175	172	766	790	24	
176	173	1,071	733		338
177	174	1,199	1,115		84
Total		19,971*	20,763*	1,423	631

Ward 12

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
178	Not in city		28		
179	P. 175	2,160	1,816		344
180	P. 175+176	1,440	2,167	727	
181	177	845	858	13	
182	178	854	1,097	243	
183	179	1,274	1,172		102
184	180	1,280	1,354	74	
185	181	1,030	1,071	41	
186	182	1,862	1,905	43	
187	183	1,153	1,567	414	
188	184	1,355	1,413	58	
189	185	1,507	1,585	78	
190	186	1,191	1,273	82	
191	187	904	1,059	155	
192	188	1,639	1,685	46	
193	189	342	405	63	
194	190	2,189	2,853	664	
195	191	1,396	1,772	376	
196	192	2,080	4,340	2,260	
197	193	1,187	3,262	2,075	
198	194	882	1,212	330	
199	195	303	1,248	945	
200	196	134	945	817	
Total		27,007*	36,087*	9,498	446

* Where institutions and their inmates are involved and where divisions in enumeration districts have been made for purposes of comparisons, differences will be found between these totals and the U. S. figure

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 13

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
201	197	1,239	1,391	152	
202	198	803	1,329	526	
203	199	1,805	2,685	880	
204	200	161	2,245	2,084	
205	201	722	1,375	653	
206	202	1,221	1,531	310	
207	203	1,401	1,743	342	
208	204	1,056	1,069	13	
209	205	1,219	1,440	221	
210	206	1,778	1,418		360
211	207	719	1,992	1,273	
212	208	1,307	1,441	134	
213	209	1,117	941		176
214	210	1,331	1,533	202	
215	211	1,467	1,567	100	
216	212	1,219	1,317	98	
217	213	1,907	1,865		42
218	214	1,094	1,023		71
219	215	589	1,415	826	
220	216	632	1,163	531	
221	217	1,837	1,559		278
222	218	627	575		52
223	219	308	1,043	735	
Total		25,559	33,660	9,080	979

Ward 14

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
224	220	1,200	1,420	220	
225	221	1,378	1,526	148	
226	222	1,011	1,068	57	
227	223	1,151	1,510	359	
228	224‡	268	217‡		51
229	225	1,224	1,359	135	
230	226	1,073	1,522	449	
231	227	995	1,036	41	
232	228	1,102	1,364	262	
233	229	1,337	1,508	171	
234	230	1,503	1,583	80	
235	231	1,475	1,663	188	
236	232	1,285	1,536	251	
237	233	1,546	1,659	113	
238	234	1,786	2,132	346	
239	235	2,159	1,844		315
240	236	1,420	2,254	834	
Total		21,913*	25,201	3,654	366

* Where institutions and their inmates are involved and where divisions in enumeration districts have been made for purposes of comparisons, differences will be found between these totals and the U. S. figures.
‡ Asylum.

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 15

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
241	237	865	835	.....	30
242	238	1,577	1,630	53	.....
243	239	1,474	1,777	303	.....
244	240	1,950	1,888	.....	62
245	241	1,301	1,288	.....	13
246	242	1,249	1,287	38	.....
247	243	1,210	1,227	17	.....
248	244	1,265	1,288	23	.....
249	245	1,331	1,422	91	.....
250	246	1,151	1,220	69	.....
251	247	1,644	4,556	2,912	.....
252‡	P. 248	2,310‡	4,685	2,375	.....
253	249+P. 272	769	1,358	589	.....
254	250	1,183	3,293	2,110	.....
255	251	1,356	2,450	1,095	.....
256	252	1,150	1,666	516	.....
257	253	1,626	2,594	968	.....
258	254	1,118	1,380	262	.....
259	255	1,328	1,381	53	.....
260	256	235	322	87	.....
261	257	106	852	746	.....
262	P. 258	990	2,588	1,598	.....
263	P. 259	1,624	4,887	3,263	.....
471	P. 258	991	2,260	1,269	.....
253	P. 272	37	.....	.....	37
Total	.....	29,839*	48,134	18,437	142

Ward 16

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
264	260	1,297	1,690	393	.....
265	261	1,188	1,392	204	.....
266	262	1,285	1,370	85	.....
267	263	1,350	1,332	.....	18
268	264	1,072	1,227	155	.....
269	265	696	764	68	.....
270	266	1,597	1,667	70	.....
271	267	1,009	1,059	50	.....
272	268	1,170	1,191	21	.....
273	269	1,421	1,970	549	.....
274	270	1,449	1,589	140	.....
275	271	2,465	3,515	6,460	.....
276			1,611		
277			3,799		
278	272	376	1,807	1,431	.....
279	273	942	1,108	166	.....
280	274	1,583	1,617	34	.....
281	275	1,327	1,328	1	.....
282	276	1,020	1,173	153	.....
283	277	1,454	1,541	87	.....
284	278	1,453	1,545	92	.....
285	279	1,035	1,141	106	.....
Total	.....	25,189*	35,436	10,265	18

* Where institutions and their inmates are involved and where divisions in enumeration districts have been made for purposes of comparisons, differences will be found between these totals and the U. S. figures.
‡ Enumeration district 248 (1910), 4 blocks north of Easterwood (300); S. W. section 248 (150).

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 17

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
286	280	1,859	1,782‡	.....	77
469	Institute				
287	281	1,117	1,121	4	.....
288	282	1,487	1,299	.....	188
289	283	1,872	1,881	9	.....
290	284	1,164	1,183	19	.....
291	285	1,151	1,118	.....	33
292	286	1,559	1,454	.....	105
293	287	1,582	1,461	.....	121
294	288	1,300	1,196	.....	104
295	289	972	1,016	44	.....
296	290	1,315	1,403	88	.....
297	291	1,246	1,150	.....	96
298	292	1,214	1,243	29	.....
299	293	990	1,134	144	.....
300	294	1,164	1,456	292	.....
301	295	375	739	364	.....
Total.....	.....	20,367*	20,636	993	724

Ward 18

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
302	296	1,086	1,092	6	.....
303	297	1,125	1,270	145	.....
304	298	1,323	1,352	29	.....
305	299	1,286	1,234	.....	52
306	300	1,502	1,491	.....	11
307	301	1,262	1,181	.....	81
308	302	1,568	1,660	92	.....
309	303	931	1,077	146	.....
310	304	1,541	1,459	.....	82
311	305	1,370	1,396	26	.....
312	306	1,467	1,389	.....	78
313	307	1,178	1,051	.....	127
314	308	1,246	1,131	.....	115
315	309	1,234	1,400	166	.....
316	310	1,266	1,275	9	.....
317	P. 311	331	725	394	.....
Total.....	.....	19,716*	20,183	1,013	546

* Where institutions and their inmates are involved and where divisions in enumeration districts have been made for purposes of comparisons, differences will be found between these totals and the U. S. figures.
‡ Includes 392 inmates of institutes.

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 19

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
318	312	1,120	1,135	15	.....
319	313	970	1,000	30	.....
320	314	1,836	1,698	.....	138
321	315	1,191	1,168	.....	23
322	316	1,046	1,094	48	.....
323	317	821	868	47	.....
324	318	314	204	.....	110
325	319	2,649	2,632	.....	17
326	320	1,461	1,480	19	.....
327	321	1,324	1,246	.....	78
328	322	1,340	1,422	82	.....
329	323	1,332	1,461	129	.....
330	324	1,183	1,367	184	.....
331	325	1,115	1,463	348	.....
332	326+P. 311	1,289	1,624	335	.....
333	327	1,135	1,240	105	.....
334	328	1,248	1,305	57	.....
335	329	1,229	1,271	42	.....
Total.....	.....	22,603*	23,678	1,441	366

Ward 20

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
336	330	1,000	1,279	279	.....
337	331	2,287	2,132	.....	155
338	P. 332+P. 333	2,598	2,382	.....	216
339	333	1,641	1,629	.....	12
340	P. 334+P. 332 +P. 330	1,430	1,460	30	.....
341	335	1,848	1,953	105	.....
342	336	1,565	2,051	486	.....
343	337	1,260	1,356	96	.....
344	338	1,118	2,336	1,218	.....
345	339	1,094	1,175	81	.....
346	340	2,419	4,044	1,625	.....
347	341	375	1,280	905	.....
348	342	1,118	1,618	500	.....
349	343	1,826	2,980	1,154	.....
350	344	1,578	1,674	96	.....
351	345	625	683	58	.....
352	346	186	97	.....	89
353	347	999	1,906	907	.....
354	348	1,709	2,545	836	.....
355	349	1,077	2,368	1,291	.....
Total.....	.....	27,753*	36,948*	9,667	472

* Where institutions and their inmates are involved and where divisions in enumeration districts have been made for purposes of comparisons, differences will be found between these totals and the U. S. figures.

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 21

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
356	350	374	313	.....	61
357	351	258	274	16	.....
358	352	49	16	.....	33
359	353	1,421	1,270	.....	151
360	354	1,820	1,833	13	.....
361	355	2,133	2,079	.....	54
362	356	1,666	1,500	.....	166
363	357	1,929	1,817	.....	112
364	358	2,240	1,990	.....	250
365	359	1,474	1,561	87	.....
366	360	1,178	1,320	142	.....
367	361	3,137	3,019	.....	118
368	362	1,121	1,049	.....	72
369	363	1,460	1,382	.....	78
Total.....	.....	20,260	19,423	258	1,095

Ward 22

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
370	364	1,318	1,091	.....	227
371	365	1,458	1,076	.....	382
372	366	938	905	.....	33
373	367	1,852	1,669	.....	183
374	368	1,559	1,189	.....	370
375	369	1,559	1,529	.....	30
376	370	1,431	1,176	.....	255
377	371	1,464	1,482	18	.....
378	372	1,273	1,260	.....	13
379	373	1,472	1,424	.....	48
380	374	2,016	1,332	.....	684
381	375	1,269	875	.....	394
Total.....	.....	17,609	15,008	18	2,619

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 23

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
382	376	1,111	820	.....	291
383	377	1,282	1,288	6	.....
384	378	1,515	1,467	.....	48
385	379	1,454	1,540	86	.....
386	380	1,442	1,210	.....	232
387	381	1,165	1,110	.....	55
388	382	1,625	1,578	.....	47
389	383	1,008	778	.....	230
390	384	1,455	1,417	.....	38
391	385	1,446	1,251	.....	195
392	386	1,250	1,195	.....	55
393	387	990	863	.....	127
394	388	1,294	1,085	.....	209
395	389	1,131	997	.....	134
Total.....	.....	18,168	16,599	92	1,661

Ward 24

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
396	390	2,002	2,064	62	.....
397	391	375	1,817	1,442	.....
398	392	1,673	1,648	.....	25
399	393	1,523	2,020	497	.....
400	394	1,427	798	.....	629
401	395	16	4	.....	12
402	396	2,988	2,797	.....	191
403	397	1,862	2,082	220	.....
404	398	1,919	2,086	167	.....
405	399	1,241	1,174	.....	67
406	400	2,077	1,912	.....	165
407	401	1,099	1,188	89	.....
408	402	1,425	1,385	.....	40
409	403	1,157	1,176	19	.....
410	404	1,198	1,225	27	.....
411	405	1,161	1,208	47	.....
Total.....	.....	23,143	24,584	2,570	1,129

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 25

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
412			865		
413			82		
414			1,573		
415			473		
416			2,283		
417			1,494		
418			1,786		
419			2,603		
420			252		
421			1,703		
422			2.554		
423			1,692		
Total			17,360		

Ward 26

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
424			1,852		
470			1,350		
425			1,462		
426			3,404		
427			1,206		
428			1,702		
429			1,574		
430			2,338		
431			1,594		
432			1,419		
433			1,485		
434			1,261		
435			3,078		
436			2,828		
437			2,919		
438			1,316		
439			1,222 Hospital		
440			925		
441			1,514		
442			2,424		
Total			36,873		

APPENDIX II—Continued

TOTAL POPULATION OF BALTIMORE CITY FEDERAL ENUMERATION DISTRICTS, 1910 AND 1920

Ward 27

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
443			1,380		
444			1,707		
445			1,405		
446			1,188		
178			28		
447			1,739		
448			2,305		
449			2,095		
450			2,060		
451			1,426		
452			2,593		
453			2,185		
454			2,659		
455			1,804		
456			1,428		
457			1,660		
458			1,401		
459			2,245		
460			3,009		
461			1,836		
Total			36,153		

Ward 28

Enumeration districts, 1920	Corresponding enumeration districts, 1910	Population, 1910	Population, 1920	Increase	Decrease
462			1,071		
463			684		
464			1,681		
465			1,573		
466			1,428		
467			1,471		
468			44		
469			392		
Total			8,344		
City total			733,706		

APPENDIX II—Concluded

POPULATION IN DISTRICTS OF ANNE ARUNDEL AND BALTIMORE COUNTIES, PARTS OF WHICH WERE ANNEXED TO CITY, FEDERAL CENSUS 1900–1910–1920

District No.	Anne Arundel county	1920	1910	1900
3	County	4,881	5,095	5,126
5		3,893	7,767	9,017
	Baltimore county			
1	County	9,819	10,620	9,408
3		3,987	11,780	7,656
9		6,664	16,363	10,776
12		4,162	25,983	14,925
13		4,588	8,576	5,406
14		3,500	8,310	4,404

APPENDIX III

POLICE CENSUS OF MALE VOTERS, BALTIMORE CITY, 1900, 1905 AND 1910 TO 1920

Ward 1

YEARS	WHITE		COLORED		Total	Per cent of city total
	Number	Per cent of total	Number	Per cent of total		
1900	5,073	98.7	75	1.3	5,148	5.3
1905	4,942	98.7	62	1.3	5,004	5.0
1910	5,241	99.1	55	0.9	5,296	5.2
1911	5,549	98.9	52	1.1	5,601	5.4
1912	6,027	99.1	54	0.9	6,081	5.8
1913	6,087	99.2	53	0.8	6,140	5.9
1914	6,649	99.4	48	0.6	6,697	6.4
1915	6,741	99.4	40	0.6	6,781	6.6
1916	6,867	99.4	44	0.6	6,911	6.6
1917	7,011	99.3	54	0.7	7,065	6.5
1918	7,061	99.3	48	0.7	7,109	6.3
1919	7,028	99.3	61	0.7	7,089	7.2
1920	6,903	99.3	50	0.7	6,953	3.8

Ward 2

1900	4,690	97	174	3	4,868	5.0
1905	4,465	97	133	3	4,598	4.6
1910	3,914	97	125	3	4,039	4.0
1911	3,919	97	123	3	4,042	3.9
1912	3,794	98	95	2	3,889	3.7
1913	3,554	97	98	3	3,652	3.5
1914	3,413	97	109	3	3,522	3.4
1915	3,434	97	101	3	3,535	3.4
1916	3,412	97	91	3	3,503	3.3
1917	3,597	99	103	3	3,700	3.4
1918	3,452	99	97	3	3,549	3.2
1919	3,414	97	101	3	3,515	3.6
1920	3,532	97	107	3	3,639	3,5

Ward 3

1900	4,434	87	653	13	5,087	5.2
1905	3,733	85	651	15	4,384	4.3
1910	2,631	83	559	17	3,190	3.1
1911	2,572	84	506	16	3,078	3.0
1912	2,387	83	512	17	2,899	2.8
1913	2,289	85	426	15	2,715	2.6
1914	2,280	84	443	16	2,733	2.6
1915	2,230	87	339	13	2,569	2.5
1916	2,147	86	363	14	2,510	2.4
1917	2,272	87	338	13	2,610	2.4
1918	2,161	85	379	15	2,540	2.3
1919	2,162	82	488	18	2,650	2.7
1920	2,199	94	416	6	2,615	3.7

APPENDIX III—Continued

POLICE CENSUS OF MALE VOTERS, BALTIMORE CITY, 1900, 1905 AND 1910 TO 1920

Ward 4

YEARS	WHITE		COLORED		Total	Per cent of city total
	Number	Per cent of total	Number	Per cent of total		
1900	4,785	77	1,415	23	6,200	6.4
1905	3,908	76	1,256	24	5,164	5.1
1910	3,385	70	1,442	30	4,827	4.7
1911	3,493	76	1,128	24	4,621	4.5
1912	3,292	75	1,132	25	4,424	4.2
1913	3,115	73	1,174	27	4,289	4.1
1914	3,029	77	909	23	3,938	3.8
1915	2,652	70	1,139	30	3,791	3.7
1916	2,799	68	1,313	32	4,112	3.9
1917	2,543	65	1,366	35	3,909	3.6
1918	2,740	81	997	19	3,737	3.3
1919	2,397	68	1,146	32	3,543	3.2
1920	2,256	63	1,355	37	3,611	4.5
			Ward 5			
1900	3,665	70	1,592	30	5,257	5.4
1905	3,012	67	1,567	33	4,579	4.5
1910	2,366	62	1,484	38	3,850	3.8
1911	2,252	64	1,475	36	3,727	3.6
1912	2,188	59	1,505	41	3,693	3.5
1913	2,172	82	1,477	18	2,649	2.5
1914	2,441	68	1,164	32	3,605	3.5
1915	2,017	65	1,085	35	3,102	3.0
1916	1,872	57	1,430	43	3,302	3.2
1917	1,938	55	1,647	45	3,585	3.3
1918	1,753	52	1,774	48	3,527	3.2
1919	1,691	51	1,547	49	3,238	2.9
1920	1,671	53	1,507	47	3,178	3.8
			Ward 6			
1900	4,884	86	752	14	5,636	5.8
1905	5,489	88	772	12	6,261	6.2
1910	6,319	90	659	10	6,970	6.8
1911	6,513	90	688	10	7,201	7.0
1912	6,466	88	916	12	7,382	7.0
1913	6,397	89	833	11	7,230	7.0
1914	6,611	89	853	11	7,464	7.2
1915	6,625	90	701	10	7,326	7.1
1916	6,757	89	805	11	7,562	7.2
1917	7,180	89	897	11	8,077	7.4
1918	6,891	89	884	11	7,745	6.9
1919	6,707	89	805	11	7,512	6.8
1920	6,731	88	879	12	7,610	4.1

APPENDIX III—Continued

POLICE CENSUS OF MALE VOTERS, BALTIMORE CITY, 1900, 1905 AND 1910 TO 1920

Ward 7

YEARS	WHITE		COLORED		Total	Per cent of city total
	Number	Per cent of total	Number	Per cent of total		
1900	4,605	88	646	12	5,251	5.4
1905	5,320	89	676	11	5,996	5.9
1910	5,794	91	796	9	6,590	6.5
1911	5,886	88	783	12	6,669	6.5
1912	6,135	89	780	11	6,915	6.6
1913	6,349	87	944	13	7,293	7.0
1914	6,531	87	970	13	7,501	7.2
1915	6,735	87	1,004	13	1,739	7.5
1916	7,136	87	1,059	13	8,195	7.8
1917	7,340	87	1,114	13	8,454	7.8
1918	7,445	86	1,237	14	8,682	7.8
1919	7,232	85	1,303	15	8,535	7.7
1920	7,118	83	1,418	17	8,536	3.8

Ward 8

1900	6,112	97	168	3	6,280	6.4
1905	7,272	97	198	3	7,470	7.4
1910	8,401	97	289	3	8,690	8.5
1911	8,553	97	278	3	8,823	8.6
1912	8,596	97	310	3	8,906	8.5
1913	8,676	96	345	4	9,021	8.7
1914	8,864	96	359	4	9,223	8.9
1915	8,905	97	242	3	9,147	8.9
1916	9,061	96	350	4	9,411	9.0
1917	9,428	95	499	5	9,927	9.1
1918	9,792	95	498	5	10,290	9.2
1919	10,032	95	452	5	10,484	9.5
1920	10,437	95	454	5	10,891	5.0

Ward 9

1900	5,015	96	191	4	5,206	5.3
1905	5,592	96	228	4	5,820	5.8
1910	5,959	95	291	5	6,250	6.1
1911	6,177	95	317	5	6,394	6.2
1912	6,183	96	287	4	6,470	6.2
1913	6,408	96	302	4	6,710	6.5
1914	6.635	96	312	4	6,947	6.7
1915	6,852	96	273	4	7,125	6.9
1916	7,235	96	268	4	7,503	7.2
1917	7,665	96	315	4	7,980	7.3
1918	8,234	97	299	3	8,533	7.6
1919	8,283	96	309	4	8,592	7.7
1920	8,711	97	316	3	9,027	3.8

APPENDIX III—Continued

POLICE CENSUS OF MALE VOTERS, BALTIMORE CITY, 1900, 1905 AND 1910 TO 1920

Ward 10

YEARS	WHITE		COLORED		Total	Per cent of city total
	Number	Per cent of total	Number	Per cent of total		
1900	5,050	91	450	9	5,500	5.6
1905	4,980	91	474	9	5,454	5.4
1910	4,618	90	558	10	5,176	5.1
1911	4,630	91	475	9	5,105	5.0
1912	4,431	87	648	13	5,079	4.8
1913	4,581	90	522	10	5,103	4.9
1914	4,233	89	546	11	4,779	4.6
1915	4,140	90	452	10	4,592	4.5
1916	4,077	90	450	10	4,527	4.3
1917	4,073	87	606	13	4,679	4.3
1918	4,222	90	524	10	4,746	4.2
1919	4,129	86	668	14	4,797	4.3
1920	4,115	85	734	15	4,849	4.0

Ward 11

1900	3,752	70	1,610	30	5,362	5.5
1905	3,744	68	1,743	32	5,487	5.4
1910	3,408	67	1,704	33	5,112	5.1
1911	3,476	67	1,727	33	5,203	5.1
1912	3,426	67	1,725	33	5,151	4.9
1913	3,257	66	1,711	34	4,968	4.8
1914	2,849	60	1,920	40	4,769	4.6
1915	3,118	68	1,478	32	4,596	4.5
1916	3,160	68	1,514	32	4,674	4.4
1917	3,217	63	1,866	37	5,083	4.7
1918	3,562	65	1,937	35	5,499	4.9
1919	3,637	68	1,693	32	5,330	4.8
1920	3,278	65	1,781	35	5,059	3.9

Ward 12

1900	5,117	87	789	13	5,906	6.1
1905	5,683	85	1,022	15	6,705	6.6
1910	6,154	86	1,006	14	7,160	7.0
1911	6,233	86	1,043	14	7,276	7.1
1912	6,435	85	1,110	15	7,545	7.2
1913	6,657	86	1,127	14	7,784	7.5
1914	6,778	86	1,109	14	7,887	7.6
1915	7,157	88	1,017	12	8,174	7.9
1916	7,208	87	1,073	13	8,281	7.9
1917	7,876	86	1,273	14	9,149	8.4
1918	8,648	87	1,282	13	9,930	8.9
1919	8,444	86	1,358	14	9,802	8.8
1920	8,859	86	1,345	14	10,204	4.3

APPENDIX III—Continued

POLICE CENSUS OF MALE VOTERS, BALTIMORE CITY, 1900, 1905 AND 1910 TO 1920

Ward 13

YEARS	WHITE		COLORED		Total	Per cent of city total
	Number	Per cent of total	Number	Per cent of total		
1900	5,804	99	72	1	5,876	2.7
1905	6,533	98	101	2	6,634	3.0
1910	6,795	99	96	1	6,891	3.1
1911	6,940	99	79	1	7,019	3.2
1912	7,236	99	92	1	7,328	3.4
1913	7,374	98	104	2	7,478	3.4
1914	7,411	99	93	1	7,504	3.4
1915	7,619	99	103	1	7,722	3.5
1916	8,131	99	94	1	8,225	3.8
1917	8,354	99	112	1	8,466	3.9
1918	9,052	99	112	1	9,164	4.2
1919	9,107	99	116	1	9,223	4.2
1920	9,422	98	168	2	9,590	4.4

Ward 14

1900	4,386	77	1,281	23	5,667	2.6
1905	4,191	71	1,727	29	5,918	2.7
1910	3,742	61	2,356	39	6,098	2.7
1911	3,574	59	2,518	41	6,092	2.7
1912	3,489	57	2,668	43	6,157	2.8
1913	3,269	55	2,710	45	5,979	2.7
1914	3,139	53	2,793	47	5,932	2.7
1915	3,450	59	2,415	41	5,865	2.7
1916	3,004	50	2,991	50	5,995	2.7
1917	2,981	49	3,125	51	6,106	2.8
1918	3,196	47	3,573	53	6,769	3.2
1919	3,111	48	3,420	52	6,531	3.0
1920	2,845	43	3,830	57	6,675	3.1

Ward 15

1900	5,325	83	1,064	17	6,389	2.9
1905	5,258	79	1,422	21	6,680	3.1
1910	6,812	80	1,654	20	8,466	3.9
1911	7,255	81	1,733	19	8,988	4.1
1912	7,758	80	1,896	20	9,654	4.4
1913	8,136	80	1,989	20	10,125	4.6
1914	8,100	80	2,030	20	10,130	4.6
1915	8,589	82	1,891	18	10,480	4.8
1916	9,167	82	1,952	18	11,119	5.1
1917	9,909	82	2,162	18	12,071	5.5
1918	10,719	82	2,336	18	13,055	6.0
1919	11,004	85	2,007	15	13,011	6.0
1920	11,612	84	2,284	16	13,896	6.4

APPENDIX III—Continued

POLICE CENSUS OF MALE VOTERS, BALTIMORE CITY, 1900, 1905 AND 1910 TO 1920

Ward 16

YEARS	WHITE		COLORED		Total	Per cent of city total
	Number	Per cent of total	Number	Per cent of total		
1900	5,089	83	1,068	17	6,157	2.8
1905	5,688	83	1,127	17	6,815	3.1
1910	5,734	81	1,356	19	7,080	3.3
1911	5,684	81	1,375	19	7,059	3.2
1912	6,129	81	1,428	19	7,557	3.5
1913	6,256	80	1,526	20	7,782	3.6
1914	6,478	81	1,492	19	7,970	3.7
1915	6,735	81	1,495	18	8,230	3.8
1916	7,095	83	1,428	17	8,523	3.9
1917	7,443	82	1,606	18	9,049	4.2
1918	8,230	83	1,713	17	9,943	4.6
1919	8,092	82	1,744	18	9,836	4.5
1920	8,278	83	1,692	17	9,970	4.6

Ward 17

1900	2,947	48	3,207	52	6,154	2.8
1905	2,749	43	3,680	57	6,429	3.0
1910	2,159	36	3,781	64	5,940	2.7
1911	2,413	43	3,216	57	5,629	2.6
1912	1,924	33	3,899	67	5,823	2.7
1913	1,743	31	3,963	69	5,706	2.6
1914	1,731	31	3,819	69	5,550	2.6
1915	1,514	28	3,935	72	5,449	2.5
1916	1,455	28	3,814	72	5,269	2.4
1917	1,338	25	3,963	75	5,301	2.4
1918	1,212	21	4,462	79	5,674	2.6
1919	1,583	28	4,146	73	5,729	2.6
1920	1,167	18	5,318	82	6,485	3.0

Ward 18

1900	4,511	80	1,140	20	5,651	2.6
1905	4,767	80	1,204	20	5,971	2.7
1910	4,366	77	1,301	23	5,667	2.6
1911	4,371	77	1,325	23	5,696	2.6
1912	4,291	76	1,345	24	5,636	2.6
1913	4,232	75	1,390	25	5,622	2.6
1914	4,114	75	1,344	25	5,458	2.6
1915	3,991	75	1,350	25	5,341	2.5
1916	4,060	75	1,347	25	5,407	2.5
1917	3,974	73	1,435	27	5,409	2.5
1918	4,012	73	1,487	27	5,499	2.5
1919	4,130	74	1,484	26	5,614	2.5
1920	4,142	71	1,672	29	5,814	2.6

APPENDIX III—Continued

POLICE CENSUS OF MALE VOTERS, BALTIMORE CITY, 1900, 1905 AND 1910 TO 1920

Ward 19

YEARS	WHITE		COLORED		Total	Per cent of city total
	Number	Per cent of total	Number	Per cent of total		
1900	5,204	88	727	12	5,931	6.1
1905	5,761	89	713	11	6,474	6.4
1910	5,552	89	709	11	6,261	6.0
1911	5,468	87	700	13	6,168	6.0
1912	5,371	86	764	14	6,135	5.8
1913	5,336	81	784	19	6,620	6.4
1914	5,167	86	821	14	5,988	5.8
1915	5,198	86	858	14	6,055	5.9
1916	5,182	86	842	14	5,924	5.6
1917	5,127	84	980	16	6,107	5.6
1918	5,451	85	976	15	6,427	5.7
1919	5,317	83	1,080	17	6,395	5.8
1920	5,301	81	1,216	19	6,517	4.3

Ward 20

1900	4,772	98	126	2	4,898	5.0
1905	5,641	98	117	2	5,758	5.7
1910	7,582	98	131	2	7,713	7.6
1911	7,712	98	140	2	7,852	7.6
1912	8,217	98	150	2	8,367	8.0
1913	8,463	98	141	2	8,604	8.3
1914	8,707	98	143	2	8,850	8.5
1915	8,688	98	182	2	8,870	8.6
1916	8,897	98	186	2	9,083	8.7
1917	9,182	98	194	2	9,376	8.6
1918	9,348	98	216	2	9,564	8.5
1919	9,576	98	206	2	9,782	8.8
1920	9,964	98	189	2	10,153	3.6

Ward 21

1900	4,486	80	762	20	5,548	5.7
1905	4,652	85	822	15	5,474	5.4
1910	4,763	86	768	14	5,531	5.4
1911	4,750	87	715	13	5,465	5.3
1912	5,261	76	1,558	24	6,891	6.6
1913	4,719	86	803	14	5,522	5.3
1914	4,738	85	845	15	5,583	5.4
1915	4,696	87	818	13	5,414	5.3
1916	4,737	88	772	12	5,409	6.2
1917	4,763	86	811	14	5,574	5.1
1918	4,881	85	839	15	5,720	5.1
1919	4,811	86	823	14	5,634	5.1
1920	4,755	85	879	15	5,634	4.0

APPENDIX III—Continued

POLICE CENSUS OF MALE VOTERS, BALTIMORE CITY, 1900, 1905 AND 1910 TO 1920

Ward 22

YEARS	WHITE		COLORED		Total	Per cent of city total
	Number	Per cent of total	Number	Per cent of total		
1900	4,198	70	1,768	30	5,966	6.1
1905	3,866	68	1,784	32	5,650	5.6
1910	3,164	67	1,579	33	4,743	4.7
1911	3,120	67	1,556	33	4,676	4.5
1912	2,686	59	1,575	41	4,561	4.4
1913	2,659	65	1,456	35	4,115	4.0
1914	2,446	64	1,558	36	3,805	3.7
1915	2,307	64	1,260	36	3,630	3.5
1916	2,227	66	1,155	34	3,382	3.2
1917	2,271	67	1,108	33	3,379	3.1
1918	2,034	68	950	32	2,984	2.7
1919	2,123	67	1,041	33	3,164	2.9
1920	2,217	60	1,454	40	3,671	4.4

Ward 23

1900	4,483	86	735	14	5,218	5.4
1905	4,384	86	695	14	5,079	5.0
1910	4,350	86	721	14	5,071	5.0
1911	4,278	85	734	15	5,012	4.9
1912	4,288	87	663	13	4,951	4.7
1913	4,293	86	714	14	5,007	4.8
1914	4,317	85	742	15	5,059	4.9
1915	4,157	86	682	14	4,840	4.7
1916	4,431	90	547	10	4,948	4.7
1917	4,100	85	718	15	4,818	4.4
1918	4,130	84	779	16	4,909	4.4
1919	4,162	91	411	9	4,573	4.1
1920	3,981	84	783	16	4,764	3.8

Ward 24

1900	4,975	99.9+	8	0.1−	4,983	5.1
1905	5,455	99.9+	6	0.1−	5,461	5.4
1910	5,619	99.9+	4	0.1−	5,623	5.5
1911	5,608	99.9+	3	0.1−	5,611	5.5
1912	5,802	99.9+	3	0.1−	5,805	5.5
1913	5,599	99.9+	4	0.1−	5,603	5.4
1914	5,729	99.9+	2	0.1−	5,731	5.5
1915	5,605	99.9+	1	0.1−	5,606	5.3
1916	5,767	99.9+	1	0.1−	5,768	5.3
1917	5,678	100	0	0.0	5,678	5.1
1918	6,113	100	0	0.0	6,113	5.5
1919	5,650	100	0	0.0	5,650	3.6
1920	5,625	0	0	0.0	5,625	0.0

APPENDIX III—Concluded

POLICE CENSUS OF MALE VOTERS, BALTIMORE CITY, 1900, 1905 AND 1910 TO 1920

Ward 25

YEARS	WHITE		COLORED		Total	Per cent of city total
	Number	Per cent of total	Number	Per cent of total		
1920	3,283	90	387	10	3,670	0.3

Ward 26

1920	8,835	99+	35	1−	8,870	0.7

Ward 27

1920	10,128	99	355	1	10,483	0.8

Ward 28

1920	2,002	99+	13	1−	2,015	1.5

APPENDIX IV

BALTIMORE—POPULATION STATISTICS—WARDS

1910 city

WARDS	1900			1910			1920		
	Families	Population	Persons per family	Families	Population	Persons per family	Families	Population	Persons per family
1	4,312	20,767	4.81	4,811	22,841	4.75	6,991	33,257	4.76
2	4,347	20,751	4.77	4,838	22,887	4.73	4,789	20,823	4.35
3	4,838	22,071	4.56	4,512	22,317	4.95	4,368	19,270	4.41
4	4,363	20,700	4.74	3,674	16,834	4.58	3,317	14,987	4.52
5	4,601	20,447	4.44	4,305	20,319	4.72	4,137	17,604	4.26
6	4,589	21,237	4.63	6,119	28,073	4.59	7,134	31,077	4.36
7	4,314	21,096	4.89	5,673	26,579	4.68	7,645	33,038	4.32
8	5,110	24,117	4.72	7,215	32,161	4.46	8,738	37,292	4.27
9	3,869	19,201	4.96	4,846	22,953	4.74	7,024	31,087	4.43
10	4,253	21,985	5.17	3,984	21,431	5.38	4,280	20,225	4.73
11	3,899	21,362	5.48	4,204	20,570	4.89	5,067	21,376	4.22
12	4,505	23,584	5.24	5,888	27,610	4.69	8,901	36,103	4.06
13	4,479	22,987	5.13	5,324	25,559	4.80	7,534	33,660	4.47
14	4,230	21,007	4.97	4,597	22,130	4.81	6,090	25,201	4.14
15	4,234	20,425	4.82	6,547	30,079	4.59	11,369	48,134	4.23
16	4,845	23,080	4.76	5,767	25,564	4.43	8,864	35,436	4.00
17	4,739	21,307	4.50	4,641	20,718	4.46	4,971	20,636	4.15
18	4,465	20,560	4.60	4,445	20,047	4.51	4,940	20,183	4.09
19	4,569	22,618	4.95	4,851	22,882	4.72	5,568	23,678	4.25
20	3,988	20,203	5.07	5,820	27,751	4.77	8,375	36,851	4.40
21	4,208	19,281	4.58	4,351	20,260	4.66	4,431	19,423	4.38
22	4,644	21,176	4.56	3,769	17,609	4.67	3,624	15,008	4.14
23	4,213	19,584	4.65	3,996	18,168	4.55	3,923	16,599	4.23
24	3,970	19,411	4.89	4,674	23,143	4.95	4,765	24,584	5.16
Total	105,584	508,957	4.82	118,851	558,485	4.70	146,845	635,532	4.33

1920 city additions

25							3,463	17,360	5.01
26							7,342	36,873	5.02
27							7,882	36,153	4.62
28							1,570	7,908	5.04
Total							20,197	98,294	4.87

1920 city

Total							167,042	733,826	4.39

APPENDIX V

POPULATION DENSITY BY WARDS

WARDS	Population, 1920	Net area, square miles	Population per square mile
1	33,257	.405	82,116
2	20,823	.245	84,991
3	19,270	.284	67,852
4	14,987	.251	59,709
5	17,604	.281	62,647
6	31,077	.405	76,733
7	33,033	.513	64,395
8	37,292	1.133	32,914
9	31,087	2.095	14,838
10	20,225	.289	69,982
11	21,376	.518	41,266
12	36,103	1.335	27,043
13	33,660	1.556	21,632
14	25,201	.441	57,145
15	48,132	4.380	10,988
16	35,436	1.553	22,817
17	20,636	.263	79,224
18	20,183	.291	69,357
19	23,678	.387	61,183
20	36,851	1.637	22,511
21	19,423	.668	29,076
22	15,008	.243	61,761
23	16,599	.387	42,891
24	24,584	.567	43,358
25*	21,659	8.87	2,442
26*	47,496	10.17	4,670
27*	32,639	17.52	1,863
28*	10,822	7.61	1,422

* Taken from areas indicated on Map 4.

APPENDIX VI

CLASSROOM AND SPECIAL ROOM PROVISIONS IN THE JUNIOR HIGH SCHOOLS OF THREE CITIES, 1921

	Rochester	Detroit	Buffalo
Auditorium	+	+	+
Balcony	+		+
Chair storeroom	+		
Dressing room—boys	+		
Dressing room—girls	+		
Operator's booth	+		
Applied science room	+		
Classrooms	+	+	+
Commercial rooms	+		
Bank	+		+
Bookkeeping	+		+
Penmanship	+		+
Stenography	+		+
Typewriting	+		+
Conservatory	+	+	+
Fan room	+		
Gymnasium		+	+
Indoor		+	+
Locker rooms—boys	+	+	+
Locker rooms—girls	+	+	+
Outdoor (playrooms)		+	+
Showers—boys		+	+
Showers—girls		+	+
Industrial arts—boys			
Art room		+	
Drawing—freehand	+		
Drawing—mechanical	+	+	+
Electrical	+		+
Garage	+		
Machine shop	+		
Mill and assembly room	+		
Painting and finishing room	+		+
Printing	+		+
Sheet-metal shop	+		+
Stockroom	+		+
Woodworking	+	+	+
Industrial arts—girls			
Art room		+	+
Arts and crafts			+
Cooking	+	+	+
Home-making			+
Millinery			+
Pattern-making	+		
Sewing	+	+	+
Kindergarten		+	
Laboratory—science	+		+

NOTE.—The facts for Rochester have been obtained from the floor plan of the Jefferson Junior High School. The facts for Buffalo were obtained from the floor plans of the Buffalo Junior High Schools reproduced in the School Board Journal, February, 1921. The facts for Detroit are taken from blue prints of Detroit buildings.

Symbol "+" = provision for room has been made.

APPENDIX VI—Concluded

CLASSROOM AND SPECIAL ROOM PROVISIONS IN THE JUNIOR HIGH SCHOOLS OF THREE CITIES, 1921

	Rochester	Detroit	Buffalo
Laundry	+		
Lecture room	+		+
Library	+	+	
Literature		+	
Locker rooms	+	+	
Lunchrooms or cafeteria	+	+	+
Boys	+	+	
Girls	+	+	
Teachers			
Dining room	+		
Private dining room	+		
Kitchen	+	+	
Medical rooms—			
Clinic	+	+	+
Doctor's office	+		
Infirmary	+		
Waiting room	+	+	
Office—			
Assistant principal			+
Clerks	+		
Principal	+	+	+
Visitors' waiting room	+		
Public speaking			+
Restrooms—			
Men	+		
Pupils			+
Teachers			+
Women	+		
Science rooms	+	+	+
Storerooms	+		
Janitors	+		
Oil	+		
Paper	+		
Stock	+		
Study Room—teachers	+		
Toilets	+	+	
Workroom—teachers			+

NOTE.—The facts for Rochester have been obtained from the floor plan of the Jefferson Junior High School. The facts for Buffalo were obtained from the floor plans of the Buffalo Junior High Schools reproduced in the School Board Journal, February, 1921. The facts for Detroit are taken from blue prints of Detroit buildings.

Symbol "+" = provision for room has been made.

APPENDIX VI

A Program of Repairs Submitted by the Survey Commission in February, 1921, to the Baltimore Board of School Commissioners.

Submitted in advance of the final report due to existing urgent needs.

EMERGENCY REPAIRS FOR ELEMENTARY SCHOOL BUILDINGS.

EXPLANATION OF TERMS USED

"Playground—sq. ft." means number of sq. ft. per child.

"Less than 15%" means number of rooms in which window area in relation to floor area is less than 15%. (Standard window area in relation to floor area requires 20%.)

Adequate fire protection defined:

Fire extinguishers and fire hose. Enclosed heating plant in fireproof room with automatically closing doors. Install sprinklers in basement, in corridors and on stairways in buildings of non-fireproof construction. Where possible provide fire and smoke proof stairwells.

In case of larger buildings to be continued in use where fireproof stairwells cannot be built without large cost, build outside fire and smoke proof fire towers. This involves entrances to tower of steel and wire glass construction with automatically closing doors.

Adequate artificial lighting defined:

Artificial light for classrooms involves electrical wiring with nine outlets on ceiling (never less than six) and standard semi-indirect lighting fixtures.

Minor Repairs:

In all cases, inside catches should be removed from fire exit doors. Locks which prevent opening from outside should be substituted.

Panic bolts should be added to all outside doors.

No open gas jet lights should be henceforth permitted in any building.

Brick paving of playgrounds should be discontinued except in immediate vicinity of buildings.

Redecorations should be made throughout with properly standardized color scheme.

Where stoves are temporarily continued in use, jackets should be provided.

Broken window lights should be replaced throughout.

Reseating of all rooms where necessary so as to have light from left for all children. No children to be seated with light at the rear only.

All bolts except panic bolts on exit doors other than fire doors to be immediately removed.

Gas mantles and electric bulbs to be supplied where needed.

SCHOOLS FOR WHITE CHILDREN.

No. 1

I—(Condition)*
Inadequate site—Playground area 9.3 sq. ft.—Building a fire-trap—no fire-escape—lighting: 17 rooms less than 15%—Artificial lighting inadequate—Toilet facilities bad—Assembly room 3rd floor.

II—(Immediate Repairs)*
Electric lights—Boys' toilets—Fire protection.

III—(Disposition)*
Abandon early.

No. 2

I—Inadequate Site—Playground 11.3 sq. ft.
Fire protection good—Lighting: 14 rooms less than 15%.

II—Adequate electric fixtures.

III—More ground—Possible addition of Gymnasium—Auditorium—more classrooms.

No. 3

I—Site inadequate—Playground 8.2 sq. ft.
Inadequate fire protection—Lighting: 13 Rooms below 15%—Toilets bad.

II—Artificial lights—Fire protection—Toilets.

III—Abandon soon.

No. 4

I—Site inadequate—Playground 20.3 sq. ft.
Fire protection inadequate—Artificial light: Inadequate—Toilets fair.

II—Artificial light—Fire protection for stairs especially.

III—Put in as good condition as possible.

No. 5

I—Site inadequate—Playground 10 sq. ft.
Fire protection inadequate—Artificial light inadequate.

II—Artificial lights—Fire protection.

III—Abandon soon.

No. 6

I—Inadequate site.

II—One of the best buildings in city.

III—Additional site should be provided.

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*Throughout these emergency repair lists important elements of the existing condition of the plant are enumerated under I, the immediate repairs needed under II and the final disposition of the building under III.

No. 8

I—Inadequate Site—Playground 17.7 sq. ft.
Fire protection inadequate—Artificial light inadequate—14 rooms below 15%—Outside toilets.

II—Artificial lights—Fire protection—Toilets inside.

III—Repair as adequately as possible.

No. 9

I—Site inadequate—Playground 5.9 sq. ft.—Firetrap—Inadequate artificial lights—8 rooms below 15%.

II—Better artificial light—Adequate fire protection.

III—Abandon soon.

No. 10

I—Site inadequate—Playground 17.7 sq. ft.
Inadequate artificial light—Inadequate fire protection—Toilets fair.

II—Artificial lights—Fire protection, possibility of fireproof stairwells—Improved toilets.

III—Put in as good condition as possible.

No. 11

I—Inadequate Site—Playground 11.9 sq. ft.
Inadequate fire protection—Inadequate artificial lights—Lights cut off by outside stairways.

II—Artificial lights—Fire protection—Consider changes in corridors and exits.

III—Put in as good repair as possible.

No. 12

I—Inadequate Site—Playground 7.3 sq. ft.—Inadequate fire protection—3 rooms under 15%—Inadequate artificial light—Bad toilets.

II—Artificial lights—Fire protection.

III—Abandon soon.

No. 13

I—Site inadequate—Playground 7.7 sq. ft.—10 rooms under 15%—Inadequate artificial lights.

II—Artificial light—Fire protection.

III—A part of the building is good. If an adequate site were provided the older part could be put in condition. Children in dangerous and wholly inadequate annexes should be cared for at once in modern addition to this building.

No. 14

I—Site inadequate—Playground 13.5 sq. ft.—Inadequate fire protection—Inadequate artificial light—8 rooms below 15%.

II—Artificial light—adequate fire protection.

III—Put in as good repair as possible.

No. 15

I—Inadequate site—Playground 22.8 sq. ft.—Inadequate fire protection—Nine rooms below 15%—Inadequate artificial light—Inadequate light in toilets—Cloakrooms for only 2 classes.

II—Fire protection—Artificial light.

III—Abandon as soon as possible.

No. 16

I—Inadequate site—Playground 20.2 sq. ft.—Inadequate fire protection—12 rooms under 15%—No cloakrooms.

II—Artificial light—Fire protection.

III—Repair in expectation of abandonment and consolidation with No. 45.

No. 19

1—Site inadequate—Playground 10.4 sq. ft.—Fire protection inadequate—5 rooms below 15%—Inadequate artificial light—Inadequate lignt in toilets.

II—Artificial light—Fire protection.

III—Abandon together with No. 30 and No. 48—all of which are located together and none of which should be continued in use longer than is necessary. An adequate site should be provided for the building which should house the children of these three schools.

No. 20

I—Inadequate site—Playground 11.6 sq. ft.—Inadequate fire protection—8 rooms below 15%—Needs more and better artificial light—Bad toilets.

II—Artificial lights—Fire protection.

III—Abandon at earliest possible time.

No. 21

I—Inadequate site—Playground 20.7 sq. ft.—Inadequate fire protection—8 rooms below 15%—Inadequate artificial lights.

II—Artificial lights—Fire protection.

III—Abandon soon.

No. 22

I—One of the best in the city.
Should have more site provided—Playground area 13.3 sq. ft.

No. 23

I—Most inadequate site—Playground 2.7 sq. ft.—Inadequate fire protection—13 rooms below 15%—Inadequate artificial light.

II—Artificial light—Fire protection.

III—This building is old—poorly lighted, without special facilities. Could be repaired so as to be fairly comfortable. But any adequate building program should provide for its abandonment within the next 10 years.

No. 24

I—Inadequate site—Playground 7 sq. ft.—Inadequate fire protection—Inadequate artificial light—7 rooms below 15%—Toilets poor.

II—Artificial light—Fire protection.

III—Abandon—Building crowded—Site inadequate—Needs new structure with adequate site. Should be consolidated with No. 38, which is far worse.

No. 25

I—Inadequate site—Playground 11.8 sq. ft.—Inadequate fire protection—Inadequate artificial light—8 rooms below 15%.

II—Artificial light—Fire protection.

III—Should be put in repair, but will probably be abandoned within 15 years because of industrial development.

No. 26

I—Inadequate site—Playground 6.3 sq. ft.—Inadequate fire protection—Inadequate artificial light—Badly arranged classrooms.

II—Artificial lights—Fire protection.

III—Abandon as soon as possible.

No. 27

I—Inadequate site—Playground 10.3 sq. ft.—Fair fire protection—Good light.

II—Might add to safety by installing fire and smoke proof stairwells.

III—One of the better buildings.

No. 28

I—Inadequate site—Playground 5.5 sq. ft.—Inadequate fire protection—Inadequate artificial lights—2 rooms below 15%—Heated by stoves.

II—Artificial lights—Fire protection.

III—Abandon at earliest possible moment.

No. 29

I—Fair site—Playground 41.2 sq. ft.—Fire protection inadequate—12 rooms below 15%—Artificial light inadequate—Out-of-door toilets.

II—Artificial lighting—Fire protection.

III—Could be put in good condition; will soon have to be abandoned for white children and used for colored children.

No. 30

I—Inadequate site—Playground 6.8 sq. ft.—Fire protection low, although much money was wasted in providing fire-escapes—Most rooms below in natural lighting on account of fire corridors—Inadequate artificial lights—Bad toilets.

II—Artificial light—Fire protection.

III—Abandon as soon as possible with No. 19 and No. 48.

No. 31

I—Site inadequate—Playground 2.7 sq. ft.—Inadequate fire protection—Inadequate artificial light—6 rooms below 15%—Toilets poorly lighted.

II—Artificial lights—Fire protection.

III—Abandon within 10 years.

No. 32

I—Inadequate site—Playground 10.7 sq. ft.—Inadequate fire protection—Inadequate artificial lights—Toilets poor.

II—Artificial lights—Fire protection.

III—Repair as well as possible.

No. 33

I—Site inadequate—Playground 8.6 sq. ft.—Fire protection inadequate—Artificial light inadequate.

II—Artificial light—Fire protection.

III—Put in as good repair as possible.

No. 34

I—Site inadequate—Playground 12.4 sq. ft.—Fire protection inadequate—Artificial light inadequate—8 rooms less than 15%.

II—Artificial light—Fire protection.

III—Put in as good repair as possible.

No. 35

I—Site fair—Playground 32.51 sq. ft.—Fire protection inadequate—Artificial light inadequate—Toilets inadequate.

II—Artificial lights—Fire protection—Toilets.

III—This building on the fringe of its district and should be kept in the best repair. Ultimately consolidation with other schools in this district desirable.

No. 37

I—Site fair—Playground 37.7 sq. ft.—Fire protection inadequate—Artificial light inadequate—5 rooms below 15%—Toilets poor.

II—Artificial light—Fire protection.

III—Put in as good repair as possible.

No. 38

I—Inadequate site—Playground 27.6 sq. ft.—Inadequate fire protection—Inadequate artificial lights.

II—No money should be spent on this school.

III—Abandon as early as possible.

No. 39

I—Fair site—43.6 sq. ft.—Inadequate fire protection—Inadequate artificial lights—9 rooms below 15%—Toilets poor.

II—Artificial lights—Fire protection—Toilets.

III—Put in as good repair as possible.

No. 40

I—Inadequate site—Playground 19.3 sq. ft.—Inadequate fire protection—Inadequate artificial light—Inadequate toilets—3 rooms below 15%.

II—Fire protection—Artificial lights—Toilets.

III—Abandon as early as possible.

No. 42

I—Inadequate site—Playground 9.2 sq. ft.—Inadequate fire protection—Inadequate artificial light—14 rooms below 15%—Toilets poorly lighted.

II—Artificial light—Fire protection.

III—Abandon soon.

No. 43

I—Inadequate site—Playground 11.9 sq. ft.—Totally inadequate fire protection—Totally inadequate artificial lights—14 rooms below 15%—Bad toilets.

II—Artificial lights—Fire protection—Toilets.

III—Abandon at earliest possible moment.

No. 45

I—Inadequate site—Playground 17.6 sq. ft.—Inadequate fire protection—Inadequate artificial light—6 rooms below 15%—Inadequate toilets.

II—Fire protection.

III—Abandon school early and consolidate with No. 16.

No. 47

I—Inadequate site—Playground 21.3 sq. ft.—Inadequate fire protection—Inadequate artificial light—Poor toilets in old building—8 rooms below 15%.

II—Fire protection and artificial light.

III—Put in good condition—Secure larger site.

No. 48

I—Inadequate site—Playground 16 sq. ft.—Inadequate fire protection—Inadequate artificial light—Poor toilets—6 rooms below 15%.

II—Artificial light—Fire protection.

III—Abandon as soon as possible with No. 19 and No. 30—Provide adequate site.

No. 49

I—Inadequate site—Playground 16.7 sq. ft.—Inadequate fire protection—Inadequate artificial light—2 rooms below 15%—Poor cloakrooms.

II—Artificial light—Fire protection—Remedy heating faults.

III—Put in as good repair as possible.

No. 50

I—Inadequate site—Playground 5.3 sq. ft.—Inadequate fire protection—Inadequate artificial lights.

II—Artificial lights—Fire protection.

III—Children on part time—very bad annex in use—relief from new Montebello building—Put in as good condition as possible.

No. 51

I—Fair site—Playground 52.8 sq. ft.—Inadequate fire protection.

II—Stairways can be converted into fireproof stair wells.

III—One of the best buildings in city—Secure more play space.

No. 52

I—Inadequate site—Playground 12.5 sq. ft.—Inadequate fire protection—Inadequate artificial light—Outside toilets.

II—Totally inadequate building—Spend no money on this building.

III—Abandon at earliest possible moment.

No. 53

I—Inadequate site—Playground 15.5 sq. ft.—Inadequate fire protection—Inadequate artificial light.

II—Fire protection—Artificial lights.

III—Put in as good repair as possible.

No. 54

I—Inadequate site—Playground 23.2 sq. ft.—Very inadequate fire protection—Inadequate artificial light—Dangerous stairways—Basement classroom poorly lighted—No toilets for teachers.

II—Fire protection—Artificial lights.

III—Put in as good condition as possible.

No. 55

I—Good site—Playground 20.1 sq. ft.—Inadequate fire protection—Inadequate artificial light—Nine rooms below 15%.

II—Fire protection—Artificial lights.

III—Building badly crowded—Should be put in good repair and relief provided for overcrowding either by enlarging site and building or by transfering children to a new building to be constructed elsewhere.

No. 56

I—Not property of city—Rented building absolutely unsuited for school purposes—A maximum fire hazard—These children should be provided for elsewhere.

No. 57

I—Inadequate site—Playground 63.7 sq. ft.—Inadequate fire protection.

II—This building is not fit for use as a school building.

III—Should be abandoned and children provided for elsewhere.

No. 58

I—Inadequate site—Playground 5.6 sq. ft.—Inadequate fire protection—Inadequate artificial light—Six rooms below 15%—Toilets poor.

II—Fire protection—Artificial lights.

III—A minimum of expenditure should be put on this building—An adequate building program should provide for its abandonment within five years—Annex to 58 should also be abandoned—not suitable for school use.

No. 59

I—Fair site in poor condition—Playground 60.1 sq. ft.—Artificial lighting inadequate.

II—Fire protection should be improved if possible by installing fireproof stair wells.

III—A good building which should be kept in as good condition as possible—Site enlarged and playground put in condition.

No. 60

I—Inadequate site—Playground 25 sq. ft.—Inadequate fire protection—Varies with different sections of building—Inadequate artificial lights—4 rooms under 15%—Stairway poorly lighted and without handrail.

II—Artificial light—Fire protection.

III—Put in as good repair as possible.

No. 61

I—Site inadequate—Playground 14.2 sq. ft.—Inadequate fire protection—Inadequate artificial lighting.

II—Artificial light—Fire protection.

III—Put in as good repair as possible.

No. 62

I—Inadequate site—Playground 15.4 sq. ft.—Inadequate fire protection—Inadequate artificial light—Boys' toilets poorly lighted—13 rooms below 15%.

II—Artificial light—Fire protection.

III—Put in as good condition as possible.

No. 63

I—Inadequate site—Playground 13.8 sq. ft.—Inadequate fire protection—Inadequate artificial lighting—Three rooms below 15%.

II—Artificial lighting—Fire protection.

III—A crowded building with classroom space not suited for this purpose—Put in good condition—Provide relief by new building between Walbrook and Forest Park Section.

No. 64

I—Inadequate site—Playground 34.2 sq. ft.—Poor fire protection—Stairways dangerous—Inadequate artificial lighting—15 rooms under 15%.

II—Fire protection involving rebuilding of stairways—Adequate artificial lighting.

III—Put in as good repair as possible—Secure additional site.

No. 64, BRANCH

New building being planned.

No. 65

New building under construction.

No. 66

I—Site good for small number of children now attending school—Playground 70.2 sq. ft.—Bad fire protection—Inadequate artificial lighting—Outside toilets of poorest type—Stoves in classrooms.

II—Spend no money on this plant.

III—Abandon soon.

No. 67

I—Fair site—Playground 75.8 sq. ft.—Inadequate artificial lights—Bad toilets—7 rooms below 15%.

II—Artificial lights—New toilets—General cleaning.

III—Put in good condition.

No. 68

I—Fair site—Playground 12 sq. ft.—Very poor fire protection—Inadequate artificial light—Bad toilets—Five rooms below 15%.

II—Artificial lights—Fire protection—New toilets.

III—Put in good condition.

No. 70

I—Inadequate site—Playground 8.2 sq. ft.

II—This is one of the best in the city.

No. 72

I—Inadequate site—Playground 13.3 sq. ft.—Inadequate fire protection—Inadequate artificial lights—Poor toilets.

II—Artificial light—Fire protection.

III—A poor building; should be abandoned within 5 years.

No. 73

I—Inadequate site—Playground 17.4 sq. ft.—Inadequate fire protection—Inadequate artificial lights—12 rooms under 15%—Outside toilets—Outside drinking fountains.

II—Artificial lights—Fire protection—Repairs at minimum.

III—Should be abandoned within 5 years.

No. 74

I—Inadequate site—Playground 13 sq. ft.—Inadequate fire protection—Inadequate artificial lights.

II—Artificial lights—Fire protection.

III—Should be maintained in good condition—Site enlarged to the rear.

No. 75

I—Inadequate site—Playground 18.8 sq. ft.—Inadequate fire protection—Inadequate artificial light—Toilet conditions bad—18 rooms below 15%.

II—Artificial lights—Fire protection—Repairs at minimum.

III—Abandon as soon as possible.

No. 76

New building being planned for this section.

No. 77

I—Inadequate site—Playground 18.8 sq. ft.

II—This is an impossible building on the worst possible site and in the worst surroundings—Close proximity to No. 27—No money should be spent on repair.

III—Abandon as soon as possible.

No. 78

I—Fair site—Playground 52.4 sq. ft.—Inadequate fire protection—Inadequate artificial light—5 rooms below 15%—Cloakrooms in corridors—Poorly located stairways.

II—Artificial lights—Fire protection.

III—A poor building which might be repaired so as to make it passable for a few years.

No. 79

I—Most inadequate site—Playground 6 sq. ft.—Inadequate fire protection—Inadequate artificial light.

II—Inadvisable to spend much money on this building.

III—Used as a Junior High School—Totally inadequate—Should be abandoned soon.

No. 80

I—Inadequate site—Playground 6.2 sq. ft.—Inadequate fire protection—Inadequate artificial lights—15 rooms below 15%—Poor toilets—Stairways dangerous.

II—Minimum of money should be spent on this building.

III—Should be abandoned within 5 years—Totally unfit for use as a Junior High School.

No. 81

I—Inadequate site—Playground 11.7 sq. ft.—Inadequate fire protection—Inadequate artificial lighting—No cloakrooms—2 rooms below 15%—Bad stairways—Bad toilets.

II—A minimum of money should be spent on this building.

III—Should be abandoned within 5 years.

No. 83

Playground 9 sq. ft.—One of the best buildings in the city—Site should be added to—Some minor repairs are needed.

No. 84

I—Fair site—Playground 23.2 sq. ft.—Inadequate artificial lighting—11 rooms below 15%—Inadequate fire protection—Bad toilets.

II—Artificial light—Fire protection—New toilets.

III—Should be maintained in good condition—adequate fire protection should be provided immediately.

No. 85

I—Inadequate site—Playground 16 sq. ft.—One of the best buildings—More land should be purchased.

No. 86

I—Inadequate site—Playground 11.7 sq. ft.—This is a good building—Should be maintained—Needs only minor repairs: Stairways may be altered into fireproof stair wells.

No. 92

I—Inadequate site—Playground 11.7 sq. ft.—Inadequate fire protection—Inadequate artificial light—Bad toilets.

II—A minimum of money should be spent on this building—Abandon within 5 years.

No. 93

No money should be spent on this building. It should be one of the first to be abandoned. Annex is bad beyond description. Very large site should be obtained and a modern building constructed for the children of this section.

No. 94

I—Inadequate site—Playground 6.2 sq. ft.—Inadequate fire protection—Inadequate artificial lighting—20 rooms under 15%.

II—Temporary repairs providing better fire protection and artificial lighting.

III—Abandon within 5 years.

No. 95

Inadequate site—Playground 13.8 sq. ft.—This building has nothing to recommend it—Abandon in the very near future.

No. 96

I—Fair site—Playground 40.4 sq. ft.—Inadequate fire protection—Inadequate artificial lighting—7 rooms under 15%—Toilets poor.

II—Artificial lighting—Fire protection—Improved toilets.

III—This building should be maintained in as good condition as possible.

No. 97

Dwelling houses used for school purposes—Inadequate and dangerous—Should be among the first to be abandoned.

No. 98

I—Inadequate site—Playground 17.6 sq. ft.—Inadequate fire protection—Inadequate artificial lighting—21 rooms under 15%.

II—Artificial light—Fire protection—Paint interior.

III—In many respects a very good building—With artificial light and fire protection provided this building will be satisfactory for many years.

No. 99

I—Inadequate site—Playground 8.2 sq. ft.—Inadequate fire protection—Inadequate artificial lights—20 rooms under 15%—Bad toilets.

II—Artificial lights—Fire protection—New toilets.

III—Minimum of expenditure on old section of building which should be replaced or abandoned within 5 years—New section of building is good.

EMERGENCY REPAIRS FOR ANNEX SCHOOLS FOR WHITE CHILDREN

No. 201 (Arlington School)

I—Fair site—Playground 66.9 sq. ft.—Poor fire protection—Inadequate artificial lighting.

II—Fire protection—artificial lighting.

III—Poor type of school building—Small size; cannot be added to; should be abandoned when new site is provided and new building erected. Pimlico school in this same region is very much overcrowded. 64 Branch will care for a part of this population.

No 202 (Athol Terrace)

Fair type of one-teacher school—Second room should be finished as classroom. With development of Ten Hills and Norwood Heights, a new building will have to be provided in this section. This site not adequate for a larger school.

No. 203 (Brooklyn)

I—Fair site—Playground 44.6 sq. ft.—Inadequate fire protection—Inadequate artificial lighting—7 rooms under 15%—Poor outside toilets.

II—Artificial light—Fire protection—New outside toilets redecorated.

III—Can be put in good condition and used for many years.

No. 204 (Canton No. 1)

I—Inadequate site—Playground 14.8 sq. ft.—Inadequate fire protection—Inadequate artificial lighting—Outside toilets very poor—One of the poorest buildings in the city.

II—No money should be spent on it.

III—Abandon site as well as building.

No. 205-206 (CANTON KINDERGARTEN No. 1 and No. 3)

I—Kindergarten in church buildings—Totally inadequate—Provision should be made for these children in a new building in this section.

No. 207 (CANTON No. 5)

I—Very poor site—Playground 16.2 sq. ft.—Outside toilets—Inadequate fire protection.

II—No redeeming features—No money should be spent on it.

III—Children of this building should be provided for with the other children of this section in a new modern building.

No. 208 (CURTIS BAY)

I—Inadequate site—Playground 17 sq. ft.—Inadequate fire protection—Impossible fire-escape—Inadequate artificial light.

II—Artificial light—Fire protection.

III—Can be put in good condition and used for many years.

No. 208 (EVERGREEN)

A poor building—Should be provided with more artificial light and better fire protection, but without expectation of using it permanently.

No 210 (FAIRFIELD)

An impossible building; children sit facing windows—Should be abandoned and a modern building erected for the children of this section.

No. 211 (GARDENVILLE)

I—Fair site—Playground 52.5 sq. ft.—9 rooms less than 15%—New part of building good—old part poor—Outside toilets very bad.

II—Should be put in as good condition as possible.

III—Plan to abandon old part within 15 years.

No. 212 (GARRETT HEIGHTS)

I—Good site—Playground 96.8 sq. ft.—9 rooms below 15%—Building has been constructed in several different units very poorly connected—Overcrowded.

III—Should be maintained until new modern building is provided for this section.

No. 213 (GOVANS)

I—Excellent site—Playground 146.6 sq. ft.—5 rooms less than 15%—Outside toilets.

II—Connect with sewer as soon as sewage system is ready.

III—Maintain in as good condition as possible.

No. 214 (GUILFORD)

One of the best buildings in the city—Site should be added to.

No. 215 (HIGHLANDTOWN)

I—Totally inadequate site—Playground 4.5 sq. ft.—Inadequate fire protection—Inadequate artificial lighting—17 rooms less than 15%.

II—Fire protection—Artificial lighting.

III—A fair building with inadequate site—Should be maintained in as good condition as possible.

No. 216 (HIGHLANDTOWN KINDERGARTEN)

I—No play space—Not intended as a school building—Classrooms very poorly lighted—Totally inadequate.

II—No repairs.

III—Make provision elsewhere for these children.

No. 217 (HILLSDALE)

Poor site—Fair building which should be kept in repair until this section develops so as to require a new building.

No. 218 (HOWARD PARK)

Fair site for number of children now enrolled—Community growing—Site should be added to—Good building in good repair—Inadequate fire protection.

No. 219 (MASONVILLE)

Very poor type two-room frame building—Inadequate site—Should be replaced eventually by modern building.

No. 220 (MORRELL PARK)

Inadequate site—Playground 20.4 sq. ft.—6 rooms less than 15%—Fair building—Should be maintained in good repair.

No. 221 (MT. WASHINGTON)

Fair site—Playground 67.5 sq. ft.—One of the better schools in the Annex.

No. 222 (ORANGEVILLE)

I—Inadequate site—Playground 41.9 sq. ft.—Toilets bad—Fire protection inadequate—No artificial light.

II—No repairs.

III—New building should be provided.

No. 223 (PIMLICO)

One of the better Annex buildings—Can be added to—Overcrowded—portables on playground—Addition should be provided at once.

No. 224 (ROLAND PARK)

Inadequate site—Playground 33 sq. ft.—A fair building—Will be necessary to increase site and add to this building or provide new site for this section.

No. 225 (WESTPORT)

Good site—Playground 315 sq. ft.—Building a temporary structure—New building should be provided.

No. 226 (VIOLETVILLE)

Inadequate site—Playground 6.2 sq. ft.—A poor structure—Should be replaced by modern building.

No. 227 (ST. HELENA)

Good site—Modern frame structure—Concrete foundation—Already crowded.

No. 228 (16TH ST., HIGHLANDTOWN)

A 6-room temporary building—New building and larger site needed.

No. 229 (BANK ST. SCHOOL, HIGHLANDTOWN)

Inadequate site—Playground 4.4 sq. ft.—4 rooms less than 15%—Stoves—Hall stove so located as to create a maximum danger—Very poor seating arrangement—Open stairways—No fire-escape—Very unsatisfactory school—Should be replaced by modern structure.

No. 230 (HAWKINS POINT)

One-room frame structure in fair condition—Children should be transported to Curtis Bay.

EMERGENCY REPAIRS FOR CITY SCHOOLS FOR COLORED CHILDREN

No. 100

I—Inadequate site—Playground 15.7 sq. ft.—Inadequate fire protection—Inadequate artificial lights—11 rooms less than 15%—Poor toilets—Needs redecorating.

II—Fire protection—Lighting—Redecorating.

III—Maintain in good repair.

No. 101

I—One of the best buildings in the city.

II—Inadequate site—Playground 2.6 sq. ft.—Very poor annex.

III—Should have addition to site.

No. 102

I—Inadequate site—Playground 4.7 sq. ft.—Inadequate artificial light. Fire-escapes cut off natural light—Inadequate fire protection.

II—Building should be put in good condition with the expectation of using it for 10 years.

No. 103

I—Inadequate site—Playground 13.8 sq. ft.—Inadequate fire protection—Inadequate artificial light—16 rooms under 15%—Poor toilets.

II—Artificial lighting—Fire protection.

III—Spend small amount of money, ultimately combine with new building.

No. 105

I—Inadequate site—Playground 7.3 sq. ft.—Inadequate fire protection—heated by stoves—Inadequate artificial lights—Toilets outside.

II—This building has nothing to recommend it—No money should be spent on it.

III—Abandon soon.

No. 106

I—Inadequate site—Playground 6.3 sq. ft.—Inadequate fire protection—Inadequate artificial light—9 rooms under 15%—Outside toilets.

II—Fire protection—Artificial lights—New Toilets—Redecoration.

III—Should be put in good condition and maintained—Get additional play space.

No. 106 BRANCH

I—Inadequate site—Playground 23 sq. ft.—Inadequate fire protection—Inadequate artificial light—Poor toilets—10 rooms under 15%.

II—Put in good toilets—Artificial lights—Fire protection—Redecoration.

No. 107

I—Inadequate site—Playground 8 sq. ft.—Inadequate fire protection—Inadequate artificial lights—Toilets outside—Stoves.

II—No money should be spent on it—Abandon soon.

No. 108

I—Inadequate site—Playground 7.6 sq. ft.—Inadequate fire protection—Inadequate artficial light—Outside toilets.

II—Examine walls before repairing—If repaired, fire protection—Artificial lights—New toilets.

No. 109

This building has nothing to commend it—No money should be spent on it—Abandon as soon as possible.

No. 109 Branch

Same as No. 109.

No. 110

I—Inadequate site—Playground 9.3 sq. ft.—Inadequate artificial light—11 rooms under 15%—Inadequate fire protection—Poor toilets.

II—Very little should be spent on this building.

No. 112

I—Inadequate site—Playground 4.2 sq. ft.—Inadequate fire protection—Inadequate artificial light.

II—Fire protection—Artificial lighting—Enlarge site.

Annexes to No. 112

1st Annex—Over paint shop—most dangerous condition in city—Should be abandoned at once.

2nd Annex—Old factory building—Inadequate and most undesirable—Should be abandoned as soon as other accommodations are available.

No. 113

I—Inadequate site—Playground 4.1 sq. ft.—Inadequate fire protection—Inadequate artificial lighting—2 rooms under 15%—Bad toilets.

II—Artificial light—Fire protection—Redecorating—New toilets.

III—Large part of site covered with portables without sufficient space to allow light in them—Site should be enlarged and building added to—Put in repair.

No. 115

A dangerous, insanitary and totally unfit building—Should be abandoned at earliest possible moment.

No. 116

I—Site inadequate—Playground 2.1 sq. ft.—Inadequate artificial light—Inadequate fire protection—11 rooms under 15%—Outside toilets.

II—No money should be spent on this building.

III—Abandon as soon as possible—Might be combined with No. 107.

No. 118

I—Site inadequate—Playground 10.4 sq. ft.—Lighting inadequate—8 rooms under 15%—Fire protection inadequate.

II—Fire protection—Artificial lighting—Expenditure for repairs should be small, since building should be ultimately abandoned and combined in new building with No. 103.

No. 118 Branch

I—Unfit for school purposes—Might better be served by portables.

EMERGENCY REPAIRS FOR ANNEX SCHOOLS FOR COLORED CHILDREN

No. 327 (ARLINGTON)
Unfit for school purposes—Should be abandoned.

No. 328 (BROOKLYN)
Unfit for school purposes—Should be abandoned.

No. 329 (CANTON)
Unfit for school purposes—Should be abandoned.

No. 330 (FAIRFIELD)
Good site—Fair building—crowded—2 rooms might be added—Chemical toilets should be installed.

No. 331 (LAURAVILLE)
Inadequate site and building—Rented property—School building should be provided.

No. 332 (MT. WINANS)
I—Inadequate site—Playground 4.9 sq. ft.—Outside toilets—Inadequate artificial lighting—Inadequate fire protection.
II—Abandon.

No. 333 (ROLAND PARK)
New building under construction at time of visit.

No. 334 (MT. WASHINGTON)
Not suitable for school purposes—Abandon.

No. 335 (GOVANS)
Outside of city limits to which city children are sent—Miserable type—frame building—New school should be provided.

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